R E P O R T R E S U M E S

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INVENTORY OF PROJECTS AND ACTIVITIES IN READING AND ENGLISH, NUMBER 2.

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ONE HUNDRED THIRTY-FIVE PROJECTS IN THE UNITED STATES AND GREAT BRITAIN ARE DESCRIBED IN THE SECOND ISSUE OF THE INVENTORY OF PROJECTS AND ACTIVITIES IN READING AND ENGLISH, MAY 1967. SIX TYPES OF RESEARCH AND APPLICATION ACTIVITIES ARE INCLUDED--(1) ACTION PROGRAMS EXPLOITING ADVANCES IN LINGUISTIC SCIENCE AND RELATED FIELDS, (2) PROJECTS AND ACTIVITIES EXPLORING WAYS OF HANDLING THE SPECIAL LANGUAGE PROBLEMS OF SPEAKERS OF NONSTANDARD VARIETIES OF ENGLISH, (3) SCHOOL-BASED COMPARATIVE EXPERIMENTS, (4) STUDIES OF LANGUAGE ARTS AND ENGLISH CURRICULUMS DESIGNED TO PROMOTE MODIFICATION OR REVISION, (5) PROJECTS TO PREPARE NEW TEACHING MATERIALS AND TESTS, AND (6) PROJECTS TO EXPLOIT AUDIOVISUAL AIDS. PROJECT DESCRIPTIONS ARE ORGANIZED ACCORDING TO THE STATE OR COUNTRY OF INITIATION AND THE LEVEL OF INSTRUCTION (ELEMENTARY, SECONDARY, OR ADULT). A TOPICAL INDEX, AN ALPHABETICAL LISTING OF RESEARCHERS, AND A TENL (TEACHING ENGLISH AS A NATIVE LANGUAGE) DIRECTORY OF INFORMATION SOURCES IN THE UNITED STATES AND GREAT BRITAIN ARE INCLUDED. (LS)

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inventory of projects and activities in reading and english

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INVENTORY OF PROJECTS AND ACTIVITIES IN READING AND ENGLISH

Number 1 - February 1966
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PREFACE

The Center for Applied Linguistics distributed the first Inventory of Projects and Activities in Reading and English in February 1966 (its Supplement appeared in July 1966) as part of an attempt to help alleviate a problem made evident in 1965 by the tremendous expansion of national efforts toward improved instruction in these fields. As the number of new projects and activities increased, duplication was inevitable. Productive exchange of ideas on common problems was severely inhibited by sheer lack of information, new efforts in one part of the country remaining largely unknown to scholars, teachers and administrators elsewhere. With this Number 2 issue, the Inventory enters its second year of helping to coordinate research application activities in these fields by improving the flow of information.

Though the Inventory's emphasis continues to be on national needs, efforts have been made to extend both the degree and kind of its concerns. These efforts have been in the direction of cultivating an international audience of those working toward improvement in the TENL (teaching English as a native language) area, encouraging foreign contributions to the Inventory, and with the addition of the TENL Directory of Information Sources (p. 60), stimulating prior information exchange between activity-coordinating and information centers.

The Structure of the Inventory

The following types of research and application activities continue to be reported: (1) action programs seeking to exploit advances in linguistic science and related fields; (2) projects and activities seeking to explore ways of handling the special language problems of speakers of non-standard varieties of English; (3) school-based comparative experiments; (4) studies of language arts and English curricula with a view to modification or revision; (5) projects to prepare new teaching materials and/or tests; (6) projects to exploit audio-visual aids. Some of the projects included are marked "NPR" (not previously reported) after their title; these are activities which were not included in 1966's Inventory and Supplement because they were not known to us.

Inventory users will notice that they now have four access channels through which the desired information can be retrieved: the arrangement of project descriptions, i.e. according to (a) State and (b) the level of instruction involved or aimed at in the project; (c) the topical indexing system; and (d) the alphabetical listing of researchers, a recently-added feature. The topical index, pp. 55-56, immediately follows the project abstracts, and the list of researchers begins on p. 57.

We have stressed that this document is part of an effort to help coordinate information flow; you are referred to the previously-mentioned TENL Directory of Information Sources for a listing of American and English centers, institutions, and clinics concerned with this problem. Please

note that the Directory is not a complete listing. We hope to include a revised version in the November 1967 Supplement to the Inventory. Additions and corrections to the Directory -- and the Inventory itself -- are solicited.

Related publications

The enclosed information sheet describes a number of publications available from the Education and Research Program of the Center for Applied Linguistics. If you have not completed this sheet before and are interested in receiving any of these publications, merely check the appropriate boxes and mail the sheet back in the return envelope provided. The reader will also find a project description form which should be used to supply new or additional information for inclusion in the November 1967 Supplement.

ALFRED S. HAYES
EDWARD OREM

Education and Research Program

ALABAMA

Adult Education

01. An educational program for seasonally employed agricultural workers.

Tuskegee Institute, Tuskegee. G.T. Dowdy, G.W. Taylor. OEO support. Nov. 65 - Oct. 66.

The main objectives of this program were: (1) to increase the basic education of seasonal farm workers in such skills as speaking, listening, reading, interpretation, writing, computative skills; (2) to integrate basic education with family and community living, cultural improvement, civic responsibility and a knowledge of diversified occupational skills, including the development of work vocabulary, learning about availability of employment, how to apply for a job, preparation of a job application and negotiating for the job. Classes, meeting 20-25 hours per week, used audio-visual materials, programmed learning and other new media as teaching aids to provide adequate communication between teacher and student.

ALASKA

Elementary

02. Remedial reading and social studies.

Peninsula Borough School District, Kenai. P.O. Box 539. Robert L. Hayes. USOE support. Apr. 66 - July 67.

The objective of the project is to improve classroom performance in reading beyond usual expectations and thereby improve students' attitudes and educational aspirations. The program is scheduled for 225 minutes per week per student, with special audio-visual equipment to stimulate interest, motivation and achievement.

Secondary

03. Reading development of educationally disadvantaged.

Cordova High School, Cordova. Box 140. Mary Jo Iverson. Federal support. 1964 - 67.

The researcher is developing an advanced reading deficiency identification procedure. Workshops and in-service training are being used to attack reading remediation problems. Also part of this activity is the Paperback Reading Center for school and community.

ARIZONA

Elementary through Adult Education

04. Schedules of reinforcement and adjustive reading behavior. (NPR)

Arizona State University, Tempe. Dept. of Educational Psychology. Richard E. Schutz. USOE support. Apr. 65 - Dec. 65.

The project sought to determine the effects of various reinforcement schedules on reading rate. Individual subjects were used as their own controls in an attempt to obtain both intra-subject and inter-subject replication. Reading stimuli were presented through a standard type of reading pacer modified to permit the subject to control the progression of lines by means of a remote switch. This modification made it possible to reinforce both silent and oral reading responses and to keep detailed response records.

Elementary

05. An investigation of auditory discrimination training program for beginning readers. (NPR)

Arizona State University, Tempe. Reading Center, College of Education. Warren H. Wheelock, Nicholas J. Silvaroli. University support. Spring, 66.

The investigators were interested in providing a short-term, gamelike, program to train the auditory discrimination ability of six year olds. This program assumed that it was necessary to isolate the variable of auditory discrimination and to train it separately from visual discrimination training. Thirty-three basic speech sounds were presented to known words for one group and in nonsense words for the other group. The entire program was presented on tape. The child was asked to determine whether two word contrasts were the same or whether they were different and to show a corresponding bell or buzzer card, whereupon a reinforcement for the correct answer sounded. The duration of the training program was for approximately fifteen minutes a day, five days per week, for five weeks. It is believed that such a program makes it possible for the learner to concentrate on hearing likenesses and differences in words without all the attendent interference of other types of stimulation. It is also believed that such training would be of more significant value for lower-socio-economic groups.

CALIFORNIA

Elementary through Adult Education

06. The process of learning to read: theory and experiments.

University of California, Berkeley. Curtis D. Hardyck, Lewis F. Petrinovich, F. Thomas Shipp. USOE support. June 66 - May 67.

CALIFORNIA

It is proposed to test a theoretical model of the development of reading ability. Goals: (1) to investigate the importance of muscular and auditory feedback in the initial development of reading ability; (2) to investigate the relationship of vocalization and subvocalization to the difficulty level of reading material; (3) to evaluate a technique for the elimination of subvocalization in adults; (4) to develop norms for the developmental stages of proprioceptive and auditory feedback in learning to read; (5) to evaluate the experimental results in terms of potential changes in teaching methods. Following the development of norms, additional experiments will be performed testing predictions about the relative importance of stages of development in learning to read. Assessment of the results with possible application to teaching methods will then be done.

Elementary

07. Screening for potential reading difficulties.

Fresno City Unified School District, Fresno. 2348 Mariposa Street. Margaret L. Thomas. USOE support. Spring, 66 - spring, 69.

The purpose of the project is to select from neurologic and psychological tests and examinations a protocol which could easily and quickly be given routinely to children prior to or soon after entry into school as a screening device to detect brain functioning irregularities which might result in reading disabilities. The proposal is based on the concept that the brain functioning irregularities which might result in difficulties in learning to read could be detected in the preschool or beginning school child by applying knowledge drawn from the fields of neurology and psychology. The expected outcome of producing a developmental dyslexia screening protocol has significance for improving instruction. This instrument will be sensitive and will easily be applied by classroom teachers.

08. An experimental reading program for neurologically impaired, mentally retarded and severely disturbed children.

University of California, Los Angeles. The Neuropsychiatric Institute, UCLA Center for the Health Sciences. Frank M. Hewett, Donald L. Mayhew, Ethel Rabb. State support. July 64 - July 67.

The program has as its goal the mastery of a 155-word basic sight vocabulary contained in four readers by subjects who met the criteria of having some recognizable speech. Knowledge of the alphabet and ability to recognize forms were not prerequisites of the program. An errorless training sequence was developed for children unable to follow directions or attend to tasks. This sequence involved a series of simple discrimination tasks first utilizing color, next geometric forms, and finally word symbols. About 30 children aged 5 to 21 participated in the program from 2 to 9 months. No subject failed to make progress in the program, although progress was at individual

CALIFORNIA

rates and was motivated by a variety of reinforcers adapted to the individual (candy, money, trinkets, social praise). Studies undertaken as part of the project included withdrawal of extrinsic reinforcers and withdrawal of parts of the program. Utilizing the single subject design model, it was found that rates of progress were not significantly altered as a result of experimental reinforcement or program conditions. Studies currently in progress involve use of different personnel other than teachers to carry out the program, and also being developed are procedures to better shape comprehension and phonetic skills of the child.

09. How the language of kindergarten children may be developed for use in problem solving. (NPR)

University of California, Los Angeles. 405 Hilgard Avenue. Evan R. Keislar. USOE support. June 65 - May 66.

The central problem of this pilot investigation is to find out how kindergarten children may best be helped in their emerging ability to use language in problem solving where certain inferences must be drawn. A week long instructional program, using slides and tape recordings, will be developed using about 30 children as subjects for individual tutoring over a four month period. The effectiveness of the program will be judged by results on a post-test which will include a paper and pencil test, administered to the children in their classrooms. An effort will be made to assess the effectiveness of the program for children of different mental ages, as well as for children from different socio-economic classes.

10. Interagency Project. (NPR)

Oakland Public Schools, Oakland. 1025 Second Avenue. Andrew Viscovich. Ford Foundation support. Feb. 62 - June 65.

As a participant in the Interagency Project, the Oakland Public School system developed experimental programs to assist socially disadvantaged children and youth within the target area to overcome their educational deficiencies. These programs were concentrated in two elementary schools and one junior high school in the target area. They used new patterns of staff functions, materials, and instructional methods to provide innovations in counseling services, school-community relations, reading and language development, extended school day opportunities, pre-school and adult education, and in-service staff education. The language development program aimed at developing children's language background, abilities and skills during their earliest years in school. It was directed mainly at helping children from minority and low-income backgrounds to build good foundations for all areas of language development. The program used a great many methods and materials to stimulate childrens' senses of sight, hearing and touch.

CALIFORNIA

11. Development of an auditory perception test for young children.

San Diego State College, San Diego. School of Education. Ramon Ross. No formal support. 1966 - 68.

The test attempts to identify and categorize the various subskills associated with auditory perception of preschool and primary school children. Once these subskills are identified, instructional techniques may be developed that will provide the child with specific training in auditory perception skills he is deficient in.

12. The initial teaching alphabet for instruction of reading disability cases. (NPR)

San Jose State College, San Jose. Edward R. Lewis, John Downing. USOE support. Aug. 64 - Nov. 64.

An investigation will be conducted in England of procedures and materials which incorporate the i.t.a. for instruction of reading disability cases. Materials will be evaluated according to the following criteria: (1) can i.t.a. materials developed in England be used in their present form at the San Jose State Reading Clinic? (2) if not, what changes have to be made with respect to language, format, and concepts? (3) would use of these materials be economical or would conversion of materials written in the U.S. in the traditional orthography be more feasible? Methods of i.t.a. remediation will be observed and recorded and answers to the following questions will be sought: (1) are pupils selected for i.t.a. remediation according to criteria used commonly in the United States? (2) does remedial technique with i.t.a. differ significantly from technique with traditional orthography?

13. Experimental use of the impress method of reading habilitation. (NPR)

Sonoma County Schools, Santa Rosa. 2555 Mendocino Avenue. Charles Gardner, Reba Sones, Yvonne Black, Vida Santucci. USOE support. Nov. 64 - June 65.

The task of the activity was to see to what degree the reading level of a child who has a severe reading problem can be raised by using a method called "Impress Method of Reading Habilitation." The procedures were designed to overcome a blocking brought about by an inability to attack words.

CALIFORNIA

14. The effectiveness of three reading preparedness programs for perceptually handicapped kindergarteners. (NPR)

Stanford University, Stanford. School of Education. Marcia McBeath, H.B. McDaniel. USOE support. June 65 - Oct. 65.

The objectives were: (1) to determine if a program could be developed where perceptually handicapped kindergarteners can be identified by means of a standardized group test and helped in a regular classroom by regular teachers; (2) to administer and to measure the effects of three types of training programs on the reading readiness of perceptually handicapped children. Twenty-four classes of perceptually handicapped children were randomly assigned so that six were control groups; six received training in large muscle coordination and eye movements as prescribed by Kephart, six received training in the development of five areas of perceptual skills as prescribed by Frostig, and six received a combination of the two. Identification testing and teacher preparation preceded the training. A reading readiness test was given after four months to all children who participated in the experiment. Significance of differences was tested by analysis of variance in a 2x2 factorial design. The effect of the training on four separate aspects of readiness was also studied using analysis of variance with the same design, each part being tested separately. In all tests, differences were considered significant if a level of 0.05 was achieved.

Secondary

15. Syntactic and semantic elements of students' oral and written discourse: implications for teaching composition.

Stanford University, Stanford. School of Education. Lester S. Golub, Robert L. Politzer, Alfred H. Grommon, Arthur P. Coladarci. No formal support. 1966 - 67.

Fifty paired samples of eleventh grade students' oral and written discourse (same stimulus, same discourse problem) have been obtained. Half of the group spoke first and then wrote, half of the group wrote first and then spoke. Teacher raters have rated oral and written discourse on a 1-7 scale. An analysis of variance will indicate any significant differences in students' spoken on written, written on spoken order effects. The ten highest and the ten lowest teacher rated oral and written discourse will be analyzed for approximately sixteen syntactic and semantic variables. A two sample test on each variable will indicate any significant differences between each variable of high and low rated oral and written discourse. Implications and methods for teaching composition in terms of syntactic and semantic language elements will be drawn from this analysis.

CALIFORNIA

College

16. An exploratory investigation of the value of tachistoscopic and reading pacer exercises for improving reading skills. (NPR)

U.S. Naval Personnel Research Activity, San Diego. Eugene A. Hooprich. Dept. of Navy support. Active: Apr. 65.

This exploratory study tried out reading program materials, obtained tentative answers to certain research questions, and developed hypotheses for further reading training research. Twenty-five male college students were divided into three experimental groups and a control group. The training of one experimental group consisted of tachistoscopic, reading pacer, and reading booklet exercises; another group received reading pacer and booklet exercises; the other did only reading booklet exercises. The major findings are: (1) the training techniques used in the experiment do produce some improvement in speed of reading popular magazine type materials, with little loss in comprehension; (2) the reading speed gains do transfer to the reading of more technical materials; (3) the tachistoscopic exercises used in this experiment apparently do not contribute much to the improvement of reading skills; (4) mechanical devices, such as tachistoscopes and reading pacers, although providing a convenient means of programming training, may not be necessary for the improvement of reading skills.

17. An experimental evaluation of methods for improving the reading skills of students at a NESEP preparatory school. (NPR)

U.S. Naval Personnel Research Activity, San Diego. Eugene A. Hooprich, E.H. Anderson. Dept. of Navy support. Active: Mar. 66.

An evaluation was made of the relative effectiveness of several reading training methods differing in number of type of reading devices and time of training. Comparisons were made among five matched groups (four training groups and a control group) each composed of 12 NESEP Preparatory School summer students. Pre- and post-training test performance comparisons showed significant increases in speed of comprehension for three of the four training groups. No significant differences in the amount of speed of comprehension gain were attributable to use of reading machines or scheduled time of training sessions. None of the experimental groups made significant gains in level of comprehension. A change in post-training test orientation, emphasizing speed, significantly increased reading speed and decreased reading comprehension test performance.

COLORADO

Elementary

18. The effectiveness of teaching reading in the kindergarten.

Denver Public Schools, Denver. 414 14th Street. Joseph E. Brzeinski. USOE support. 1959 - 66.

The study was aimed at testing the long-range effectiveness of beginning the teaching of reading in kindergartens in a large urban public school system. Any significant findings were dependent not upon the initial reading achievement, but rather upon the continuing effects of early reading instruction at later times in grades one through five. Conclusions: (1) those who received kindergarten reading training followed by five years of accelerated reading instruction were significantly ahead of the other three groups studied; (2) the students who began the accelerated study in the first grade were ahead of the regular pupils but not as much as those who started in kindergarten; (3) the students who received the kindergarten training but then went into a regular first grade classroom stayed ahead of their classmates for a period of time, but by the end of the second grade, they had lost their advantage to those in the accelerated program, and by the end of the third grade, the measurable advantages of early reading instruction had faded. The program varied from the typical control and pilot group pattern in that four different research groups were established. Throughout the statistical analysis the children were matched for age, sex, intelligence, and other factors such as family background and the like that could influence the results. The results were obtained from the typical standardized reading tests, from specially constructed tests, and by a number of other means. Developed for the study were materials and a methodology of instruction. The 132-page final report is available.

19. Content analysis and children's responses to first-grade readers in the U.S. and foreign countries.

University of Colorado, Denver. Medical Center, 4200 E. Ninth Avenue. Gaston E. Blom, Richard R. Waite. USOE support. Aug. 65 - June 68.

Goals of this project are: (1) a content analysis of commonly used first grade reading textbooks to evaluate developmental and cultural appropriateness and interest; (2) cross national comparisons with reading texts from other countries along similar dimensions and dimensions of attitudes and values; (3) change in content over historical periods; (4) study of multi-ethnic urban readers; (5) Children's responses to the content of stories; (6) spontaneous reading interests of first grade children; (7) eventual demonstration of how content influences motivational interest to read. The researchers are rating stories along dimensions of age of activity, sex of activity, theme, various attributes of characters, outcome, environmental

COLORADO

setting, and ethnic composition, developing a reading interest inventory for children, rating spontaneous stories presented by children, rating books selected by children in school libraries, and developing dimensions for attitudes and values.

CONNECTICUT

Elementary

20. Workshop: diagnostic and remedial models for helping the perceptually handicapped child.

    State Dept. of Education, Hartford. Box 2219. Dorothy E. Fish. USOE support. Dec. 2 - 3, 66.

    Eighty Connecticut reading specialists participated in a two-day workshop conducted by four specialists in working with perceptually handicapped children. The goal of this workshop was to inform reading specialists of some ways they might screen the perceptually handicapped and to suggest to them some methods and materials they might employ in working with students who have been diagnosed as perceptually handicapped.

21. Books for children by children.

    New Haven Public Schools, New Haven. Board of Education, 200 Orange Street. Elizabeth S. Wright. State and USOE support. 1960 - 66.

    These materials consist of 10 different books and a guide for teachers. Objectives included having youngsters create their own books and personal, key-word dictionaries, so that the youngsters' own ideas, concepts, language, special needs and interests are capitalized on. The completed books become personalized reading resources and enlarge students' home libraries. The materials de-emphasize rote learning, require no exact feed-back, and can be used in a variety of ways at a variety of levels.

Secondary

22. Analysis of essays by computer.

    University of Connecticut, Storrs. Bureau of Educational Research. Ellis B. Page. HEW support. June 66 - Oct. 67.

    The objectives of this program are to: (1) further identify important characteristics of student prose which are analyzable through specially devised computer programs; (2) develop computer programs for measurement of these qualities or related variables as they occur in school essays; (3) analyze the computer-generated

CONNECTICUT

objective data in relation to subjective measures of the essay dimensions; (4) develop through this procedure greater understanding of the human rating process as applied to objectively describable prose characteristics; (5) study those aspects of essay description which appear most promising for useful feedback to teachers and students, and explore the feasibility of computer commentary about student essays; and (6) set forth larger strategies for the more promising future explorations of computer analysis of essays. Hundreds of student essays on assigned topics will be rated independently on content, style, organization, mechanics, and overall quality, these ratings will form the basis of the computer analysis programs to be developed.

DISTRICT OF COLUMBIA

Elementary

23. Bimodal inputs to educable mentally retarded. (NPR)

American Institutes for Research in the Behavioral Sciences, Washington, D.C. 1808 Adams Mill Road, N.W. David B. Orr, Herbert L. Friedman. Support: ?. Mar. 65 - Feb. 66.

The facilitation-interference effects of bimodal presentation of connected discourse to an educably mentally retarded group of children were examined. Of three matched groups at reading grade level 2 used, Group 1 received appropriate level material at a controlled rate of presentation via a reading paper, Group 2 received the same material again at controlled rates of presentation via the listening channel, and Group 3 received the same material at controlled rates via both listening and reading simultaneously. Comparisons of the performances of the groups were made with respect to: (1) learning and retention of content, and (2) increments in reading rate and comprehension and listening comprehension.

FLORIDA

Elementary

24. READS (Reading Education and Diagnostic Services) program.

Dural County Board of Public Instruction, Jacksonville. 330 E. Bay Street. Esther E. Miles. USOE support. Sept. 66 - Aug. 67.

The major program goals are: to improve attitudes of participating second and third graders toward reading and to raise their level of reading achievement; to help parents develop insight into the emo-

FLORIDA

tional and reading problems of their children; and to help the teacher recognize the nature of problems of the individual child with a reading disability.

25. PLATS (Project for Language Arts Teachers -- elementary).

Dade County Branch of Public Instruction, Miami. Leonard Frischman. USOE support. On-going.

The purpose of the project is to train teachers to provide programs of language development for disadvantaged children. After an initial workshop emphasizing both child growth and language development, the PLATS teachers were placed in schools in which they functioned in team teaching situations with teachers of primary children. The project is expected to produce improved teaching materials designed especially for the pupils in the schools involved.

Elementary and Secondary

26. Corrective reading project.

Polk County Board of Public Instruction, Bartow. Box 391. Alice Woods, Elizabeth Stevenson. USOE support. 1966 - 69.

The aim of this program is to help students in the 3rd, 4th, 7th and 10th grades correct reading problems that could not be dealt with in the usual crowded regular class. Classes are small (3-10), thus allowing much time for the special reading teacher to diagnose and remediate for the individual child. In the elementary school one-half of the project involves the developmental reading program whereby the reading resource teacher goes into the classroom to assist the classroom teacher in upgrading her total reading program.

27. Basic learning improvement project.

Orange County Board of Public Instruction, Orlando. 434 N. Tampa Avenue. William J. Phillips, Bernice Hoyle. USOE support. May 66 - June 67.

A team of 10 teachers are seeking to: (1) identify the 7th-9th grade student disenchanted with school and traditional English classes; (2) produce a curriculum of language and literature experiences which would capture his interest. Experience in life is the primary source of ideas and activities; textbooks are secondary. A teacher orientation booklet was prepared for those intending to use the materials.

28. Differences in grammatical structure at grades 4, 8 and 12. (NPR)

Florida State University, Tallahassee. Dept. of English. Kellogg W. Hunt. USOE support. Current: fall, 65.

FLORIDA

Goals include the measurement of syntactic differences in written compositions of these children, and between children of average and superior IQ, and the comparison of their attainments with those of writers of Harpers and Atlantic articles. In this study, a clause is a structure with a subject and a finite verb, and a sentence is what the writer puts between a capital letter and period. A "minimal terminable unit" ("T-Unit") is one main clause with attached or embedded subordinate clauses. The researcher found that in grades 4 - 12 there is a statistically significant increase for average children with respect to clause length, ratio of clauses to T-units, length of T-units and length of sentences. The best syntactic index of grade level for average students is T-unit length, and least good is sentence length. Twelfth graders with IQ's above 130 write clauses about 20% longer, putting them halfway between average 12 graders and magazine writers. Fourth graders with IQ's above 130 write slightly longer clauses than average, but not significantly.

Secondary

29. Secondary reading.

Pinellas County School System, Clearwater. School Administration Building, 1960 E. Druid Road. Virginia P. Gates. USOE support. Feb. 66 - June 66, Sept. 66 - June 67.

Workshops were established to improve the secondary reading program by: in-service education to teachers through workshops, better utilization of teachers' time and training through use of teacher aides, suitable reading materials and equipment, and effectively planned reading programs for the disadvantaged students. Workshop activities included evaluation of reading materials and equipment, reading lab set-up and teacher participation, using new reading "hardware" equipment, services of the school psychologists relating to reading, test interpretation.

ILLINOIS

Preschool and Elementary

30. A two-year language arts experimental program for four- and five-year old children.

University of Illinois, Champaign. Dolores Durkin. Carnegie Foundation support. Sept. 67 - June 68.

This will be an attempt to put into a classroom the kinds of factors that stimulated preschool ability to read; these factors were identified in previous longitudinal studies of children who learned to read prior to entering school. Subjects in the experiment will be four- and five-year-old children.

ILLINOIS

Elementary

31. English for elementary teachers: an educational television series.

National Council of Teachers of English, Champaign. 508 S. 6th Street. Leonard V. Kosinski, George L. Arms. Lewis W. and Maude Hill-Family Foundation support. 1966 - 67.

The project, a joint effort of the NCTE and KTCA-TV, St. Paul, Minnesota, will prepare approximately forty videotapes and kinescopes on the teaching of English for elementary school teachers, and will be designed so that it may be used for college credit as well as for in-service education. The project is intended to help satisfy the need among elementary teachers for greater knowledge about English. It is designed to show how creativity and imagination can be the central focus for a literary curriculum for elementary grades.

32. The effectiveness of emphasizing reading skills in an English course for underachievers. (NPR)

University of Chicago, Chicago. Reading Research Center, 5801 S. Ellis Avenue. Robert Emans. USOE support. Sept. 65 - Aug. 66.

The purpose of this project was to evaluate an adjusted English curriculum designed for children who are not achieving in accordance with their intellectual potential. It studied the effectiveness of emphasizing reading skills as part of an English curriculum with a consequent de-emphasis in English content. The following problem areas were investigated: (1) achievement in reading skills; (2) achievement in the various English content areas reduced or omitted to provide the opportunity for the inclusion of reading skills, particularly formal grammar and essay writing; (3) attitudes expressed toward learning. Three matched groups of children not achieving in accordance with their intellectual potential were formed. One group was given instruction in reading skills, while another was given English instruction adjusted to the academic underachiever. The third group was included within regular English classes. Pre- and post-assessments were made in reading, grammar, essay writing and attitudes. The three groups will be compared in reading, grammar, essay writing and attitudes after one academic year.

33. Linguistics Committee of the Arlington Area Curriculum Council.

Elk Grove Township Schools, Elk Grove Village. P.O. Box 100. John S. Hand. USOE and local support. Mar. 66 - June 68.

The committee's efforts have been directed toward: (1) developing in-service training opportunities; (2) initiating pilot projects utilizing linguistic insights in the classroom; and (3) evaluating available materials that purport to be linguistically oriented. The committee has established a ten-session Institute in Language and

ILLINOIS

Applied Linguistics, and a graduate credit extension course in applied linguistics. Four pilot projects--oral language in grade 3, a diary of language situations from various grade levels, the making of a dictionary of lexical items peculiar to two 8th grade classes, and an action research project comparing two ways of teaching the parts of speech at the seventh grade level--will be conducted January-June, 1967. During the second semester of the 1966-67 school year, the committee will attempt to write some guidelines for evaluation of materials and plan the in-service training for 1967-68.

34. Preparation of a program for teaching spelling and written composition.

Glenview Public Schools, Glenview. 1215 Waukegan Road. Robert L. Hillerich. Local support. 1964 -68.

This is an effort to utilize findings from research in spelling along with current linguistic thought to improve the teaching of spelling and written composition in the elementary grades.

Elementary and Secondary

35. After school study centers: experimental materials and clinical research. (NPR)

Illinois Institute of Technology, Chicago. Dept. of Political and Social Science. 3300 S. Federal. Gayle A. Janowitz. USOE support. Oct. 64 - June 65.

The purpose of the centers is to teach reading, language arts and arithmetic during after-school hours to the deprived children, both white and Negro, of the inner city. The objectives of this developmental program are: (1) research on the problems of organizing, supervising and staffing volunteer after-school study centers and to use such sites for clinical investigation of reading; (2) the preparation of special materials for the training of supervisory and volunteer personnel for after-school study centers; (3) research reports on the problems of tutoring youngsters who are behind their grade and/or ability levels in reading or arithmetic; and (4) the use of these centers as fieldwork placements for students in teaching-training institutions in the south side of Chicago.

Secondary

36. Northern Illinois University Curriculum Development Center.

Northern Illinois University, DeKalb. Curriculum Development Center, English Dept. Andrew MacLeish, William R. Seat, Jr. USOE support June 64 - Sept. 67.

The goals of the Center: to train 15 selected 12th grade teachers in phonology, morphology and syntax (transformational); to assist them in

ILLINOIS

developing classroom materials related to composition; and to produce classroom-tested units in linguistics which will be interesting in themselves and which will enable investigators to determine whether there is any relevant connection between linguistics and composition. So far, 300 pages of lesson materials in phonology, morphology and history of the language have been produced and tested in the classroom. The 40 most-frequent transformations in 12th grade themes have been identified and a grammar has been constructed based on them. Classroom lessons in phrase-structure and transformations are being written. It is expected that there will be about 40-50 lessons describing the transformations in compositions, and that a final statement will be made about the efficacy of and necessity for teaching these in the composition course.

37. The Effingham Experiment: an investigation directed toward improvement in the teaching of English.

Effingham High School, Effingham. 600 S. Henrietta. Duane R. Neet, Bertrand F. Richards. Indiana State University Faculty Research Fund and local support. 1965 - 70.

This experiment is exploring the possibilities of a semiotic approach to language analysis and teaching, involving linguistics, logic, and communication and learning theories. A prime concern is the improvement of the abilities of students to write concise, precise, effective English prose.

IOWA

Elementary

38. Preventive measures to reduce reading retardation in the primary grades.

State University of Iowa, Iowa City. Hale C. Reid, Louise Beltramo, Sieg Muehl, Anabel Newman. USOE support. July 66 - Oct. 67.

The main objective of this activity is to investigate the effectiveness of specialized reading instruction and in-service education as a supplement to classroom instruction for second grade low-reading groups. The population will consist of second grade children who have been qualified as slow readers as determined by a cumulative score on the beginning of the year reading achievement test and whose Lorge-Thorndike is 85 or above. Three major methods groups will be established with ten classrooms using each method. One group will be the Basal Reader group (BR), another the Basal Reading In-Service Training Group (BRIT) and another the Supplemented Basal Reading In-Service Training Group (SBRIT), which will be divided into two sub-groups: SBRIT-1 children of approximately the same age, IQ and degree of reading retardation;

IOWA

The SBRIT-2 children will share the same program and teacher as the SBRIT-1 children, and receive approximately 30 minutes per day of individual and small group reading instruction outside the classroom. Beginning and end-of-year score comparisons will be made between the reading achievement scores of the two major methods groups (BR and BRIT) and SBRIT and the two groups that were above the cut-off point.

KANSAS

Elementary

39. Relationships between perception and reading.

University of Kansas, Lawrence. John R. Bergan, Robert W. Ridgway, Dale P. Scannell. USOE support. July 66 - June 67.

This research aims to investigate at three different age levels (seven, nine, eleven) the relationships between perception (i.e. size constancy, shape constancy, spatial orientation and speed of processing information) and reading achievement as assessed by the comprehension section of the California Reading Test and the Gates Diagnostic Reading Test. Correlation coefficients will be computed at each age level for each of the possible pairs of variables under study.

College

40. Effects of a method of teaching sentence structure upon sentence structure used in writing. (NPR)

Kansas State College of Pittsburg, Pittsburg. Jean F. McColley, Tom Hemmens, Ross O. Armstrong. USOE support. Sept. 64 - Sept. 65.

This project's objective was to discover a method of teaching sentence structure that will effect a change in the sentence structure used by students in their writing. Approximately 500 freshmen in the college freshman English course were selected by random and divided by random into an experimental group and a control group. An analysis of variance was done to determine whether the students in the two groups were comparable in ability. After the teaching was accomplished, the use each student made of his knowledge of sentence structure in his writing was measured and the scores subjected to analysis of covariance to determine the effect which the method of teaching sentence structure had upon the students.

KENTUCKY

Elementary through Adult Education

41. Reading and listening in learning by the blind.

American Printing House for the Blind, Louisville, P.O. Box 6085, 1839 Frankfort Avenue. Carson Y. Nolan, June E. Morris, Cloves J. Kederis. Support: ?. Sept. 66 - Aug. 67.

The major intent of this project is to compare reading and listening as inputs for learning by visually handicapped students who read either braille or large type. In curricular areas where listening appears an effective medium, the usefulness of increased rates of listening will be explored. In addition, attempts will be made to identify techniques useful in utilizing auditory inputs in study.

Elementary

42. The effect of one eight-week summer Head Start program on reading achievement in the first grade.

University of Kentucky, Lexington. Marguerite J. Boercker. Support: ?. 1965 - 66.

Personal background data and test scores were gathered and analyzed to answer these questions: What variables or attributes correlate with the reading achievement scores of the first graders of the study? When Head Start and non-Head Start groups are equated for such pertinent variables, is there a significant difference in reading achievement as measured at the end of first grade? and Which of the two reading approaches used with these first graders seems to better exploit the benefits of Head Start experience? Statistical methods include Chi-Square, partitioning Chi-Square, and comparison of mean scores (significances of mean differences). The study limited itself to the effect of Head Start on the reading scores of the first graders of a semi-rural county in Kentucky.

MAINE

Elementary

43. Early school entrance study. (NPR)

State Office Building, Augusta. Dept. of Education. C. Michael P. O'Donnell, Richard Babb. USOE support. 1965 - 66.

The purpose of this study was to assess the feasibility of a flexible school entrance age based upon multiple criteria such as mental age, developmental levels, physical and visual readiness, and emotional and social maturity, and the state kindergarten program.

MAINE

44. Selected reading readiness tests as predictors of success in reading.

University of Maine, Orono. Robert E. Lowell. HEW support. Sept. 66 - July 67.

Selected readiness tests will be evaluated with respect to their predictive relationship to beginning reading achievement. The experimental program will use both control and experimental method reading programs. The control group program will consist of traditional methods and materials, while experimental program subjects will learn to read, strictly, according to their individual learning rates. The ralationship between readiness and achievement will be determined by multiple regression analysis, and effects of methods of instruction will be assessed by factorial analysis of covariance. In addition, a factor analysis of the readiness tests will reveal the number and kind of factors measured by the tests.

MARYLAND

Elementary

45. Medicopedagogic liaison in the diagnosis and treatment of dyslexia.

Johns Hopkins University, Baltimore. Dept. of Psychiatry and Dept. of Pediatrics, School of Medicine, Wolfe Street. John W. Money. Support: ?. 1966.

The primary objectives of this proposal were: (1) to provide a liaison between medicine and pedagogy in the service of children who cannot learn to read (the syndrome of word-blindness, strephosymbolia or specific dyslexia) by: (a) establishing a diagnostic and evaluative service at the Johns Hopkins Hospital (b) extending the treatment program in remedial reading in the Prince George's County school system; (2) to demonstrate to other hospitals and school systems the method and the benefits of medicopedagogic liaison in attacking the problem of dyslexia.

46. Early identification of problem readers.

University of Maryland, College Park. Reading Center, College of Education. Robert M. Wilson. No formal support. 1966 - 67.

The aims of this activity are to assist first grade teachers to: (1) effectively identify children who have symptoms of potential failure in reading; (2) adjust instructional program based on the best information available; and (3) evaluate children at the end of the year.

MARYLAND

47. A longitudinal study of boys enrolled in school between 1930-40: a comparison of later educational and vocational careers.

Hood College, Frederick. Margaret B. Rawson. Easter Seal Research Foundation support. 1965 - Dec. 66.

The purpose of this research was to examine the popular hypothesis that children who have specific difficulty in learning native-tongue language skills, despite good intelligence, are poor risks for higher education and professional vocations. Fifty-six men, aged 26 to 40, known to the investigator during their elementary years, were interviewed to determine their later educational and vocational histories. The boys who had been rated moderately to severely dyslexic in childhood averaged 6.0 years of college and graduate school work completed, the entirely non-dyslexic group averaged 5.4 years, and the linguistically middle group 5.7 years. Scores in vocational achievement for the three groups were in the same unexpected order. Differences were not statistically significant. The hypothesis was rejected, accordingly.

Elementary and Secondary

48. Improvement of instruction through physical education and reading.

University of Maryland, College Park. Reading Center, College of Education. Robert M. Wilson. State support. 1966 - 68.

Experimental and control groups are being set up to determine if remedial physical education has a positive effect on remedial reading instruction. The experimental groups are receiving a supervised, remedial physical education program along with remedial reading. It is hypothesized that through knowing how remedial readers respond to physical education activities, supplementary programs to classroom teaching can be recommended.

Secondary

49. Testing a procedure for improvement of reading ability of pupils in vocational agriculture classes. (NPR)

University of Maryland, College Park. Agriculture Experiment Station. V.R. Cardozier. State support. FY 66.

This activity aimed to, with the aid of reading specialists, prepare a plan for teaching reading while teaching agriculture in high school. The plan's curriculum and methodology were tested by (1) selecting 12 vocational agriculture departments in Maryland as subjects, (2) randomly dividing them into six experimental and six control classes, (3) measuring the reading abilities of the pupils in a pretest, (4) subjecting the experimental classes to the new plan for four months, and (5) post-testing to measure differences in reading abilities improvement between experimental and control groups.

MARYLAND

College

50. Improving the reading and writing skills of culturally disadvantaged college freshmen. (NPR)

Morgan State College, Baltimore. Cold Spring Lane & Hillen Road. Nick Aaron Ford, Waters E. Turpin, Otis D. Free. USOE support. July 64 - June 65.

The objectives of the project were: (1) to determine whether or not specially selected reading materials and experiences and specially devised methodology would motivate culturally disadvantaged students to improve their reading and writing skills more thoroughly than the normal experiences of a freshman English course; (2) to determine whether or not the improved students would achieve at a higher level in their other academic subjects. The students involved in this experiment were selected from the predominantly Negro student body at Morgan State College who received their secondary education in the schools of the Middle Atlantic region and adjacent regions of the upper South. The majority were of urban origin and from lower and lower-middle income families. There were two experimental sections of twenty-five students each. The control group was scattered randomly through various sections of the freshman English curriculum and taught by non-selected teachers.

Adult Education

51. Prince George's County Literacy Council.

Prince George's County, Maryland. Philip Montgomery, June Hall, Mrs. James Pullen. No formal support. July 63 - .

The goal of this organization is to find and teach illiterates or functional illiterates to read and write. The council, working closely with other literacy groups, County educational boards, and departments of social service, will also devote itself to promoting interest in the problem of illiteracy.

MASSACHUSETTS

Elementary

52. Development of experimental audio-visual devices and materials for beginning reading. (NPR)

Harvard University, Boston. Graduate School of Education. I.A. Richards, Christine M. Gibson, Ruth Riddick, Ceterina Estacio. USOE support. Aug. 64 - Sept. 65.

MASSACHUSETTS

This activity's aim was the development of a sequence of intelligent explorations into beginning reading. Materials have been produced which cultivated the interplay of auditory, visual and articulatory channels possible. An attempt was made to organize and order the steps a pupil can take so that his several perceptual channels will effectively conform or correct one another. Sequenced lesson units of 16 mm and 8 mm sound film (the latter in repetitive loop cartridges) will be supported by filmstrips, tapes, Language Master Cards, hand-operated phonographs and picture-script charts, in ways designed to lead to the printed page with awakening cognitive interests.

53. Research into the relationship of language performance and language learning to cultural deprivation.

Harvard University, Cambridge. Graduate School of Education. Wayne A. O'Neil, Davenport Plumer, John C. Mellon. USOE support. Sept. 66 - Sept. 67.

The ultimate goal of this project is the design of a school-wide language development curriculum. Studies to be conducted during the current year, however, will seek to identify situational and psychological constraints influencing the language performance and language learning of culturally deprived school children. The in-school and out-of-school language of children, teachers, and adults will be studied in a variety of structured and unstructured cross-cultural settings. Inferences as to factors resulting in differential performance-ability levels and predispositions will be drawn for the most part against a background of the competence-model of the idealized speaker/hearer as put forth within the theory of transformational grammar.

54. A follow-up study in grade 2 of pupils who received special instruction in grade 1.

Springfield Public Schools, Springfield. T. Joseph McCook, Alice B. Beal, Olive S. Niles, Helen N. Theinert. USOE support. Sept. 65 - Sept. 66.

Part 1 of this study attempted to determine what differences, if any, existed among the following three groups: children who had the regular Springfield basal reading program in both grade 1 and grade 2; children who were introduced to certain special materials and procedures in grade 1 and followed the regular Springfield basal program in grade 2; and children who had special materials and procedures in grade 1 and who continued to have special materials and procedures in grade 2. Part 2 of the study was concerned particularly with children identified by a series of tests as likely to have greater than usual difficulty in learning to read. The purposes of Part 2 were: (1) to evaluate again the use of certain tests or combinations of tests for predicting difficulty with first-grade reading; (2) to evaluate different materials

MASSACHUSETTS

and procedures used to help children who are likely to have difficulty in first grade reading. These children were taught as subgroups in their regular classrooms. The control group used the regular basal program used by all other children in their classrooms but paced to their slower ability to learn. One experimental group received intensive instruction with readiness materials and then went into reading using trade books rather than basal readers. A second experimental group used the same materials and procedures as the first experimental group but started their work with the readiness materials in the kindergarten. A third experimental group used the same materials and procedures as the first group supplemented with a series of listening lessons on tape. Ten classrooms of about 200 children participated in each of the control and three experimental groups.

55. Evaluation of three methods of teaching first grade reading to children likely to have difficulty with reading. (NPR)

Springfield Public Schools, Springfield. 32 Spring Street. Olive S. Niles, Helen Theinert. USOE support. July 64 - Aug. 65.

The experiment investigated the relative effectiveness of four approaches to the teaching of reading to first graders who were identified as likely to have trouble in learning to read. The four approaches were: (1) regular basal programs; (2) regular basal program plus supplementary remedial teaching provided by a trained remedial teacher working in a team-teaching situation with the regular classroom teacher; (3) special materials to replace the basal program; (4) a combination of (2) and (3).

56. Language Learning and Communication Disorders in Children.

Wellesley Public Schools, Wellesley. Psychological and Speech Therapy Services. Gertrude L. Wyatt. Guggenheim Memorial Foundation support. Sept. 65 - Sept. 66.

This is a book containing the findings of two previous research studies carried out on the differential diagnosis and treatment of stuttering children, children with severely defective articulation in the absence of hearing loss, and children with multiple motor, perceptual and language disorders. The book is being prepared for use by professional people working with young children. In addition to the research findings, a detailed description of the treatment process and several detailed case histories will be included.

MASSACHUSETTS

College

57. Effect of writing frequency upon proficiency in a college freshman English course. (NPR)

University of Massachusetts, Amherst. Melvin H. Wolf, H. Leland Varley, Leonta Horrigan, Martha R. Wright. USOE support. Aug. 64 - Aug. 65.

This study sought to test the hypotheses (1) that writing proficiency improves as writing frequency increases in a college freshman English course; and (2) that there is a high correlation between a student's knowledge of English grammar and mechanics and his ability to write well. Of the six participating English sections (each comprising approximately twenty-five students), two were assigned twenty themes each semester, two were assigned four, and the two control sections were assigned the conventional eight. Sources of data included test essays written by each student at the beginning and end of each semester, and the scores on objective tests administered at the beginning, middle, and end of the academic year. Conclusions: (1) a statistical analysis of the test essay scores in the study did not support the hypothesis that writing proficiency improves as writing frequency increases in a college freshman English course; (2) the personal observations of instructors, assistants, and students in this study supported the hypothesis that writing proficiency improves as writing frequency increases in a college freshman English course. (3) participants offered several possible explanations to account for the difference between the evidence of test essay scores and the evidence of personal observations, but nothing in this study would encourage or even permit an impartial observer to assess the relevance of the respective explanations offered; (4) supported was the hypothesis that there is a high correlation between a student's knowledge of English grammar and mechanics, and his ability to write well.

MICHIGAN

Elementary through Adult Education

58. A study of social dialects in Detroit.

Michigan State University, East Lansing. Roger W. Shuy. HEW support. Mar. 66 - Mar. 67.

The linguistic features (pronunciation, grammar, vocabulary, and syntax) of the various English-speaking subcultures of Detroit will be delineated on this research program. In addition, it will (1) seek efficient means of gathering language data in cities; (2) investigate effective uses of computers in the storing, retrieval,

MICHIGAN

and analysis of language data in an urban dialect study; (3) provide actual language data for practical applications in the classroom, and (4) determine the linguistic clues to social class, the function of language in establishing social boundaries, and the processes of language in an urban area. After a developmental phase and the training of field workers are completed, language data will be gathered by structured linguistic interviews, questionnaires, conversational interviews, multiple choice tests, and tape recording. Consultants and staff will determine analysis techniques and procedures during the developmental stage of the project.

Elementary

59. The use of audio-lingual drills to foster syntax acquisition in the writing of fourth grade elementary school children.

Michigan State University, East Lansing. James W. Ney, Barbara Miller. No formal support. Sept. 66 - June 67.

The purpose of the project is to investigate the value of audio-lingual drills and written drills for writing improvement in fourth grade children. The experimental methodology requires that students be drilled orally on exercises involving sentence-combining transformations. Students are then required to write selected examples of the sentences which they have just drilled. Periodically students are requested to write free compositions as a test of whether the experimental methodology actually gives them command of an increasingly large inventory of structures.

60. Of Cabbages and Kings.

Detroit Public Schools, Detroit. Dept. of Educational Broadcasting, 9345 Lawton. Ethel Tincher. USOE support. Sept. 66 - Sept. 68.

Of Cabbages and Kings is a one semester junior high series of 36 humanities-oriented programs, each in 25-minute segments featuring humor, folklore, self-image, adventure, biography, family, poetry, mustery, frontier, drama, imagination and reality, and teen renaissance. The aim of the series to enable student to develop a social conscience and a cultural awareness through contact with literature. The approach used is inductive. Teacher-aid "teleguides" supplement each program of the series; designed to promote examination of the Socratic method, they state program objectives, materials used, and suggest questions and resources for presentation to the student.

61. Appraisal of the city schools reading program.

Detroit Public Schools, Detroit. Language Education Dept. Gertrude Whipple. Local and Follett Publishing Co. support. 1962 - 68.

MICHIGAN

The effects of the City Schools reading series materials upon children of different home backgrounds were studied. The series is characterized by representation in reading stories of various types of people in multicultural neighborhoods, and use of natural, familiar speech patterns of the culturally disadvantaged children. After each series, two tests were given -- one in word recognition, the other in oral reading. Test results indicated that the City School program is successful in teaching both.

62. Basic reading demonstration project.

Detroit Public Schools, Detroit. Division for Improvement of Instruction, 5057 Woodward. Mark Mahar. USOE support. 1965 - 68.

The purpose of the project is to measure the effectiveness of six different media and methods for teaching 4,000 beginning readers in 18 "inner city" schools. The goals of the project are to: (1) teach the children in the experimental classrooms to become skillful readers; (2) validly test the six different approaches for teaching the beginning reader; (3) investigate and measure the quality and quantity of classroom lay aide service (sub-professionals working in classrooms under the direct guidance and supervision of a certified teacher). The experimenting classrooms received supplies and published materials, consultant services for experimenting teachers, classroom lay aides, additional workshop and in-service training, inner-intra school visitations, additional library materials to individual classrooms and other services and materials recommended by the experimenting teachers. The project will be externally evaluated by the Research and Development Department, Detroit Public Schools.

63. A psycholinguistic description of oral reading phenomena of individual children during the first year of instruction.

Wayne State University, Detroit. Dept. of Elementary Education. Yetta Goodman. No formal support. June 66 - June 67.

The main goal of the research will be to describe the observed development of oral reading in young beginning readers. Three to five first graders will be asked to read orally at regular intervals during the course of one year. The errors the subjects make will be analyzed according to the linguistic taxonomy of miscues (described in terms of phonological, semantic, and syntactic aspects).

College

64. An English composition sequence for a community college.

Macomb County Community College, Warren. English Dept. 14500 Twelve Mile Road. David G. Nordin, Stuart D. Morton. USOE support. Sept. 66 - Aug. 67.

MICHIGAN

The objectives of the study are: (1) to determine whether or not extension of basic freshman English to two semesters will reduce the number of failures; (2) to determine which types of students can be benefited; (3) to analyze the effect on the "slow-pace" sequence of different types of instructors, experienced, new, and part-time; and (4) to determine the effect of different methods of instruction. The procedures will involve the arbitrary placing of "high failure risk" students into "slow-pace" (two semester) composition classes, based upon test scores, compared to a like number of students in traditional classes, and multiplying the usual basic composition steps from the students' ability to express general, personal impressions to his ability to express reasoned judgments in a scholarly manner. The experiment, to be completed in four years, will involve ten instructors, each of whom will teach approximately the same number of students in the "slow-pace" group and the control group. The reduction of the very high attrition rate in freshman English, and the developing of a greater ability for "high-risk" students to handle college level work are the anticipated results of the study.

65. Psychological reality of the paragraph as a grammatical structure.

University of Michigan, Ann Arbor. Center for Research on Language and Language Behavior. Frank M. Koen, Alton L. Becker, Richard E. Young, Steven Fisher. USOE support. Continuous.

This project consists of a series of experiments with the goals of determining whether there are functional syntactic structures beyond the level of the individual sentence and of establishing the nature of these structures if they do exist. The purposes of the experiment were: (1) to develop a set of standard experimental passages of prose; (2) to determine the probability with which paragraphy markers are assigned to each inter-sentence interval; (3) to compare the distributions of paragraph markers in normal English passages and in nonsense passages derived from them; (4) to compare both these distributions with that derived from the Pike-Becker-Young theory of rhetoric; and (5) to discover the cues to which Ss respond in making paragraphing decisions. The experimental stimuli were four expository paragraphs, each of a different grammatical structure. From these were derived a total of 12 experimental passages, half in normal English and half nonsense (i.e., all content words replaced by paralogs, but with function words and grammatical endings retained), from which all paragraphs indentations were removed. Forty-eight college undergraduates indicated where they thought paragraph boundaries should be.

MINNESOTA

Elementary

66. Coordinating center for first grade reading research programs.

University of Minnesota, Minneapolis, College of Education. Guy L. Bond. HEW support. Nov. 64 - Dec. 66.

The Center provides services for 27 projects investigating first grade reading instruction. Among the services and objectives are providing a staff of consultants when needed, holding project conferences, indicating implications of projects' results for classroom practices and making suggestions for further studies.

67. Longitudinal study through the fourth grade of language skills on children with varying speech sound articulation in kindergarten. (NPR)

University of Minnesota, Minneapolis. Institute of Child Development. Mildred C. Templin. USOE support. July 64 - June 65.

This activity proposed to study longitudinally several aspects of language from preschool through fourth grade, and to carry on related ancillary studies. Its objectives were: (1) to identify factors related to articulation, spelling and reading at third or fourth grade; (2) to study relationships of a variety of language skills over a period of time; (3) to describe the development of consonant articulation; (4) to carry on ancillary studies with samples selected on different language variables. The sample of 490 children comprise three groups: (1) children whose articulation differs with and without an aural model; (2) children with single phoneme misarticulations -/l/, /r/, /s/, and (3) children with total ariculation scores clustering about the 7th, 15th, 30th, 50th and 98th percentiles. All testing will relate to previously gathered data and include measures of articulation, grammar, syntax, word association, reading, spelling, sound-letter association, and written and oral language. Stimulus materials for ancillary studies are being developed. Analyses will include identification of factors predicting articulation, reading and spelling skills, determination of interrelations among language variables, and description of their development.

68. Evaluation of level-designed visual, auditory and related writing methods of reading instruction in grade one. (NPR)

University of Minnesota, Minneapolis. College of Education. John C. Manning. HEW support. July 64 - Apr. 65.

This study demonstrated and evaluated the effectiveness of materials and techniques programmed at various levels on pupil reading achievement in grade one. Treatments of reading instruction used in the conduct of this study included basic visual and auditory discrimination skills in letter knowledge, word recognition, word meaning, word analysis and written language procedures.

MINNESOTA

Elementary and Secondary

69. Development of readability formulas.

University of Minnesota, Minneapolis. 138 Burton Hall. John R. Bormuth. USOE support. 1965 - 68.

The objects of this study are to: (1) determine what features of language are most closely associated with the difficulty people have in understanding the information transmitted by that language and; and (2) use measures of these language features to calculate equations with which to predict language difficulty. The linguistic variables include measures of word length, cultural frequency, morphological complexity, etc. and measures of syntactic complexity based on counts of different types of transformations (and the number of operations they involve), Yngve's word depth and variations on it, and measures of length of syntactic units. The dependent variable is scores on cloze tests. A total of 330 passages of 100 words each drawn from instructional materials in ten subject matter areas constitute the language sample. Students in grades 4 through 16 constitute the population of subjects.

MISSISSIPPI

All projects and activities listed under Mississippi were conducted at the Reading Services Center, University of Mississippi, University.

Elementary

70.

A. Linguistics in reading instruction. (NPR)

John R. Rogers. NDEA support. June 65 - Aug. 65.

A book was developed by Institute participants, Linguistics in Reading Instruction, which presents basic theory and practical application of linguistics; it is designed for in-service teachers as well as teachers-in-training.

B. A linguistic glossary for reading teachers.

_____. Reading Services Center support. 1966.

A team of five advanced graduate students developed a glossary of linguistic terms of particular significance for reading teachers who have little or no formal training in linguistics.

MISSISSIPPI

C. A comparison of three systems for teaching reading to Negro children.

_____. USOE and local support. Indefinite.

Six first grade classes composed of Negro children are participating in the project. Two classes are using basal materials, two are using i.t.a. materials, and two are using programmed materials. Only subjective and informal comparisons of the relative effectiveness of the various materials are planned for this first year of the project.

MISSOURI

Elementary

71. Teaching beginning readers to distinguish between similar letters of the alphabet.

University of Missouri, Columbia. R.J. Karraker. HEW support. Oct. 66 - Sept. 67.

A general approach to teaching children how to discriminate between similar letters early in the learning sequence. Various combinations of acquisition stimuli (color, size, pictorial object, brightness) and sequences of presentation will be explored. Analysis of variance will then be attempted to establish relationships between types of acquisition stimuli, sequences of presentation, and ability to correctly identify the two letters. Previous knowledge of letter names, mental ages, visual perception scores will also be monitored. Findings will be applicable to reading readiness programs.

NEBRASKA

Elementary

72. A longitudinal study of the syntax and content of children's composition.

University of Nebraska, Lincoln. Nebraska Curriculum Development Center. Nell C. Thompson, Donald D. Nemanich, Elizabeth T. Carpenter. USOE and Hill Family Foundation support. Jan. 67 - .

This research will give an analysis of the stages in writing development through which children pass, and provide an evaluation of the elementary teaching units developed by the Nebraska Curriculum Development Center. There will be a comparison of control classes numbering 1200 pupils in grades 2 through 6 with approximately 500 experimental pupils in pilot schools using the Nebraska Literature-Composition

NEBRASKA

curriculum. Annual samples of written composition are analyzed, using a syntax instrument and a content analysis instrument. Differential effects are studied according to grade level and control-experimental groups, with background factors. Preliminary findings indicate increase by grade levels in use of subordinate clauses, use of verbal phrases, and complexity of nominal slots. The immediate-constituent analysis also reveals increasing frequency of multi-level sentences and changed in position and type of adverbial elements. Content samples, to be gathered later, make it possible to determine whether the experimental treatment alters the intensity and/or proportion of feedback-creativity and scientific mythological cognitive processes in elementary school children.

73. Reading clinic service and training.

Omaha Public Schools, Omaha. Reading Clinic, 3819 Jones Street. Ronald E. Meyer. USOE support. On-going.

The clinic is designed to provide diagnostic and remedial services to children, to train teachers on internship and by in-service training, and to serve as a coordinating center for the improvement of reading instruction.

NEVADA

Elementary

74. Comparative reading project. (NPR)

Washoe County School District, Reno. 425 East 9th Street. Marvin L. Moss. Local support. 1964 - 66.

This project compared several approaches to teaching of reading in the elementary grades, and tested the hypothesis that a phonetic approach is best.

NEW HAMPSHIRE

Secondary

75. The Phillips Exeter Academy-Salem High School English project.

Salem High School/Phillips Exeter Academy, Salem. Vincent P. Skinner, William Tadler, Richard Neibling. Local support. 1965 - 69.

The project will have students study language usage and structure problems as they occur in the students' writing. Features of the project

NEW HAMPSHIRE

include: (1) grammar-composition texts are to be employed by the teacher and the students as a reference source only; (2) writing assignments will be made directly from the students' readings and/or from personal experiences that parallel the selected readings; (3) frequent, short, direct papers will be preferred over long, generalized papers; (4) the teaching of outlining techniques will be abandoned in preference for the study of writing structure to be taught; (5) students will study vocabulary from the selected readings.

NEW JERSEY

Elementary and Adult Education

76. Comparing three methods of reading instruction.

Rutgers University, New Brunswick. Reading Center. Edward Fry. USOE support. Dec. 66 - Dec. 67.

This three-year old project compares the reading achievement of pupils who were taught beginning reading by the initial teaching alphabet, the Diacritical Marking System, and traditional orthography (basal readers). Few differences emerged in the first two years.

NEW MEXICO

Elementary

77. Relationship between teacher practice and knowledge of reading theory in selected grade school classes.

University of New Mexico, Albuquerque. Frank J. Guszak. USOE support. Sept. 65 - July 66.

This study sought answers to the contentions that teachers neither understand nor stimulate the development of higher reading comprehension skills by: (1) assessing teachers' theoretical knowledge about reading comprehension; (2) describing the solicitation activities of teachers which are directed toward reading content; and (3) describing the kinds of responses from students elicited by the teachers' solicitations. The study consisted of three phases. Phase I involved the development and testing of the Reading Comprehension Theory Test and the Fact and Concept Analysis System in pilot studies. Phase II involved the collection and transcription of solicitation response data from four randomly selected classrooms at each of grades two, four, and six in a large school district. Following the verbal data collection the twelve cooperating teachers were tested with the theory test. In Phase III the Fact and Concept

NEW MEXICO

Analysis System was employed to classify the solicitation-response data into nine categories. From this data and the organized data of the theory test results each of the three variables mentioned above were described and interrelationships illustrated.

NEW YORK

Elementary through Adult Education

78. A study of the non-standard English of Negro and Puerto Rican speakers in New York City.

Columbia University, New York. William Labov. HEW support. Dec. 65 - Sept. 67.

The extent to which underlying, systematic differences in non-standard English of Negroes and Puerto Ricans account for low educational achievement will be determined. Negro and Puerto Rican sections of the New York speech community will be studied to define the structural and functional conflicts between standard English and the Negro and Puerto Rican vernaculars, conflicts which may interfere with the acquisition of reading skills. A survey of the Harlem speech community will be based upon individual interviews, using questionnaire forms and subjective-reaction tests that concentrate upon the linguistic variables of great significance among Negro and Puerto Rican speakers. This survey will range across several age levels, including adult speakers, teen-agers and pre-adolescent youth. A second approach to the speech community will be made to define the effects of group pressures expected on language by examining primary groups which form closed networks. The analysis of the data will be based upon the quantified indexes of linguistic performance in wide variety of contextual styles, as defined in the interviews.

79. Relationships between written and spoken English. (NPR)

Cornell University, Ithaca. Depts. of Linguistics and Anthropology. Charles F. Hockett, Daniel S. Kimball. USOE support. Current during 1965.

The processes of the acquisition of literacy were hypothesized to be not merely the acquisition of spelling-sound rules since the orthography-spoken form relationships are not predictable. The researchers devised an alphabet of characters from which both the actual spelling of the written word and its pronunciation are predictable. It is speculated that in some sense the literate speaker of English has this type of representation inside his head and that sentences are generated in the first instance as strings of this spelling-speaking-indifference type, then mapped into the written form or the spoken form as circumstances require. Most of the work done was directed

NEW YORK

towards a formulation of a suitable alphabet (of characters termed "morphons") for this additional inner level of representation, together with the detailed morphon-to-letter and morphon-to-phoneme functions.

80.

A. Project Literacy: continuing activities.

Cornell University, Ithaca. Harry Levin. HEW support. July 65 - June 67.

A two-year supplementary program will be conducted, following an initial 18-month study, on "Project Literacy" at Cornell University. Activities of the initial study included four research planning conferences covering the following topics: (1) psychological basis of reading skill; (2) linguistic sociological factors in reading; (3) motivational and sociological factors in reading; and (4) curriculum development and techniques of instruction. Continuing activities of the current follow-on program include a research planning meeting to add new members to the research consortium, two conferences for presenting research methodology and results, allowing informal visitation and consultation among the participating researchers, two 4-week curriculum writing seminars where reseachers and practitioners will work together to develop curriculums, and an experimental program in the first grade classrooms for intensive observation of the developed curriculums.

B. The analysis of reading skill: a program of basic and applied research.

Cornell University, Ithaca. Harry Levin, James J. Gibson, Eleanor J. Gibson, Charles F. Hockett, Rose-Marie Weber. USOE support. Sept. 66 - Aug. 67.

This program aims to develop instructional material based on research findings on such basic psychological processes underlying reading as perceptual learning and attention. Three problems have been selected for study: the development of oral reading, reading and speech styles and an analysis of reading errors. In addition, experiments are planned on search strategy and detection with graphic materials, research on decoding spelling patterns to sound, on oral reading representing attempts to externalize the process of reading and on the utilization of higher order constraints. Intensive analysis is proposed of data gathered by a psychologist and a linguist in a first grade.

81. Effectiveness of three different basal reading sytems on first grade reading achievement.

Hofstra University, Long Island. Hempstead. Harold J. Tanyzer, Harvey Alpert. USOE support. Sept. 64 - May 67.

The purpose of this study was to determine whether any differential effects occur in the reading achievement of first grade children who used three different basal reading systems. Group A's basic reading

NEW YORK

series utilized an instructional approach that is highly analytic, emphasizing word structure and the phonetic characteristics of words; group B's i.t.a. program employed the i.t.a. medium and emphasized a combination phonic and language experience approach; and group C's basic reader series had an eclectic approach. The Stanford Achievement Test was administered in conventional orthography to the first grade. Approximately 50% of group B had not made the transition to conventional orthography at the time of the testing. Groups A and B were significantly higher than group C in all of the reading subtests and in spelling ability. There were no significant differences in reading achievement between the A and B groups; however, it was found that group C was superior in spelling ability.

82. Demonstration of concept and language development in a kindergarten of disadvantaged children. (NPR)

Brooklyn College of the City University of New York, Brooklyn. Rose Mukerji, Helen F. Robinson. USOE support. June 65 - Feb. 66.

The project implemented a program in a single kindergarten class in a depressed urban community that (1) strengthened the curriculum in its emphasis upon language growth, concept development and symbolic representation, and (2) demonstrated how kindergarten children can be helped to develop efficient learning strategies utilizing the beginnings of key concepts in social studies and mathematics through selectively structured experiences and play activities with particular emphasis on verbal symbolization and symbolic representation. The project was initiated with a selection of concepts in the social sciences and mathematics as the learning goals for the children in the demonstration group. Based on a six-month exploratory study with the kindergarten teacher in the demonstration classroom in the spring of 1964, a selection was made of specific language skills, forms of symbolic representation and thinking skills to be fostered. The demonstration project was initiated in October 1964 as the beginning of a year's study. In cooperation with the classroom teacher, a year's program was pre-planned in broad outline, including the instructional materials and types of experiences to be developed and the nature of the various teaching strategies to be used. Evaluative techniques were instituted, including some standardized tests, some special tests of concepts selected for study and observational and tape recordings of children's language and behavior.

83. Continuation of the CRAFT project.

City University of New York, New York. Research Foundation. Albert J. Harris, Lawrence Gold. USOE support. July 66 - June 67.

The primary objective is to find out whether the relative effectiveness of the four methods of instruction changes as instruction of this year's first grade children continues into the second and third grades. The 48 classes in the CRAFT Project will continue for a second year to receive instruction based on their first-year

NEW YORK

reading instruction. The second grade teachers will be given help by the district reading coordinator and will take part in a training workshop. A uniform reading test battery will be administered near the end of the second year. A minimal number of observations by research assistants will be scheduled in order to check the internal validity of the methodological variables. The four teaching methods will be compared using statistical procedures similar to those used in CRAFT. In the third grade there will be no attempt to control teaching procedure. Children who move to other schools will be traced, and scores on the city-wide reading tests will be sought for all children who participated in the first and second grades.

84. Development and demonstration of a self-instruction reading program for emotionally disturbed boys.

Columbia University and Yeshiva University, New York. S. Alan Cohen, Abraham Tannenbaum. USOE support. 1966 - 67.

This program will develop: a taxonomy of reading instruction materials, including an evaluation of the materials' effectiveness with disadvantaged underachievers; new self-directing materials to teach code-busting and higher level skills; and methods of teaching reading to emotionally disturbed disadvantaged underachievers using self-instructional techniques.

85. The prediction of reading. spelling and writing disabilities in children. (NPR)

Columbia University, New York. Dept. of Pediatric Psychiatry, Babies Hospital. Katrina de Hirsch. Local support. June 63 - June 65.

This study sought to make perceptuo-motor, oral language and reading readiness performance comparisons between full-term and prematurely born children. Thirty-seven tests of the above areas were administered to 53 children born at term and 53 born prematurely. Coefficients were computed measuring the correlation between each kindergarten test and measures of reading, writing and spelling achievement at the end of second grade. A Predictive Index was constructed for identifying "high-risk children."

86. An exploratory study of the relationship of auditory-visual and tactual-visual integration to intelligence and reading achievement.

Columbia University, New York. Marguerite P. Ford. HEW support. Apr. 66 - June 67.

It is proposed that a comparison of auditory-visual and tactual-visual performance will determine the relationships to each other. An investigation will also be made of the relationships to standardized measures of intelligence, reading achievement, and types of

NEW YORK

reading errors made on a reading test. One hundred fourth grade boys will be selected from a middle class community and given standard tests. Then an examination and evaluation of test correlations will be made.

87. More effective schools project.

New York City Board of Education, Brooklyn. 1313 Livingston Street, Room 313B. Elizabeth C. O'Daly. USOE and NYC Board of Education support. 1964 - .

The basic goal of this activity is to have disadvantaged children achieve nationwide norms in reading, speaking, writing, literacy, etc. Small class size, team teaching, urban teaching materials, psychological and social work services, intensive work with parents and community are features of the program. Teacher training centers around (1) the need to convince middle-class teachers that Negro and Puerto Rican children can learn as well as other children, and (2) the development of devices and techniques of teaching them successfully.

88. TV cartoons in initial reading experiences with culturally disadvantaged children. (NPR)

New York University, New York. School of Education, Dept. of Education and Psychology, Washington Square. Louise Matteoni. No formal support. 1965 - 66.

TV cartoon programs and related materials were used in a language experience approach during the initial reading instruction of first grade culturally disadvantaged children. A control group used a conventional reading program. After 5 months of instruction, both groups were given reading achievement tests. Both groups followed a conventional reading program to the end of the year when reading achievement tests were again given.

89. The effects of Montessori preschool training on perceptual and cognitive development of disadvantaged children.

Yeshiva University, New York. Center for Urban Education, Reading Center. Barbara Berger, S. Alan Cohen. Center for Urban Education support. 1966 - 69.

This is a study of preschoolers' perceptual development, intellective functions, reading behavior, oral language development, and a comparison of preschool teaching methods. Four classes of Puerto Rican and Negro disadvantaged preschoolers, ages 3-4, will receive one to two years of Montessori training. They will be compared with four classes of Headstart preschoolers at the end of one, two and three years on the following dimensions: (1) visual motor and perceptual visual development; (2) patterns of intellective functioning (general

NEW YORK

intelligence behavior characteristics relating to concentration, persistence in problem solving, achievement set, etc.) and (3) reading readiness and reading achievement in grade one.

90. Beginning reading: the effectiveness of i.t.a. and T.O.

Hofstra University, Old Westbury. i.t.a. Research Unit, Old Westbury Campus, 53 I.U. Willets Road. Harold J. Tanyzer, Harvey Alpert, Lenore Sandel. State and local support. Sept. 64 - May 68.

The purposes of this study are: (1) to compare the effects of different orthographies (traditional orthography and i.t.a.) on the reading and spelling achievement of children who were introduced to formal reading instruction either in kindergarten or first grade; (2) to evaluate the effect of introducing formal reading instruction at the kindergarten level; and (3) to determine the longitudinal effects of teaching reading in i.t.a. and T.O. at the end of first, second, and third grades. The study will be continued until all children in the various treatment groups have completed third grade. At the conclusion of the second year of the study, the results suggest that i.t.a. was a more effective medium in developing word recognition and word analysis skills. This was true whether reading was introduced on a formal basis at the kindergarten level or in the first grade. Comprehension does not seem to be effected by the medium of instruction. The effect of initiating formal reading instruction at the kindergarten level did not appear to be significant, whether the kindergarten instruction was in the i.t.a. medium or in T.O.

91. Eidetic imagery in children.

University of Rochester, Rochester. Ralph H. Haber. HEW support. Mar. 65 - Feb. 67.

This study was a continuation of a previous project to determine how a child's possession of eidetic imagery ability affects his development and performance (both intellectually and emotionally), especially in reading and perceptual tasks. The research was conducted to develop techniques for determining the extent to which a child has this ability and how he uses it in his learning, in his interpretation of concrete and abstract materials, and, particularly, in the development of thinking habits for problem solving situations. The fundamental methodology of the study consisted of determination of: (1) whether there are personal and intellectual consistencies characteristic of children with eidetic abilities; (2) the progression of a child's eidetic ability with the rest of his developmental patterns over a period of time; and (3) the extent to which the child is aware of his imagery and how he may respond to and use it. Tests consisted of using colored patches and pictures by showing them to selected children and tape recording verbal memory responses. Interviews were held to relate a child's eidetic imagery to his other

NEW YORK

characteristics. Finally, a cross-cultural study was conducted using identified children in Ghana, West Africa, to investigate the prevalence of eidetic imagery in relation to acculturation and language development differences.

92. A comparison of three methods of teaching reading in the second grade.

Syracuse University, Syracuse. Dept. of Education and Psychology. William D. Sheldon, Margaret J. Early, Donald R. Lashinger. USOE support. July 66 - Jan. 67.

This study tested the hypothesis that there is no difference among the effects of three kinds of reading instruction (basal reading program, modified linguistic instruction, linguistic approach) on the ability of children completing the second grade to analyze new words, to recognize words taught during the second grade, and to read with comprehension. Comparisons took into consideration sex differences and the effect of instruction at the end of certain time periods. In addition to one hour daily instruction and supervised seat work, each pupil in 21 experimental classes was allowed thirty minutes for free reading in easy-to-read materials. Listening-viewing materials were provided the poorest readers in each group for three, one-half periods each week. The outcome is being analyzed by the use of analysis of co-variance of post-test scores using pre-test scores as the covariate in a randomized block (where the blocks are I.Q.). This study continued the examination of the achievement of those children involved in "Effect of First Grade Instruction Using Basal Readers, Modified Linguistic Materials and Linguistic Readers" during 1964-65.

93. Elementary and Secondary

In-service workshop in applied linguistics, grades 7-12.

New York State University College at Brockport and Hiltom Central Schools, Brockport. Robert W. Blake. Local support. Sept. - Dec. 66.

The workshop introduced students in grades 7-12 to five general areas of linguistics: history of English language, dialectology, modern English grammars (structural and generative-transformational), lexicography and literature.

94. A pilot remedial reading study using i.t.a. with junior and senior high school students. (NPR)

Cornell University, Ithaca. School of Education. Marvin D. Glock. Grant Foundation support. Jan. 65 - Dec. 65.

The project had two purposes: first, it was organized for an exploration of the use of i.t.a. with adolescents who have failed to learn to read in the developmental and remedial programs of the local school system; second, the project was to formulate new questions for further research in the relationship of learner characteristics and learning structures.

NEW YORK

95. Evaluation of Englewood (N.J.) school development program. (NPR)

Columbia University, New York. Institute of Urban Studies, Teachers College. Elizabeth Hagen. Ford Foundation support. May 65 - Apr. 66.

The main purpose of the project was to provide consultant and other related services to the school development program to help in developing and carrying out an evaluation design. The areas to be assessed were pupil achievement and attitudes, changes in classroom teaching patterns, and staff planning and cooperative effort.

96. English Institute Materials Center.

Modern Language Association, New York. 4 Washington Place. Michael F. Shugrue, Director. USOE support. Nov. 66 - Oct. 67.

EIMC exists to make the newest trends in curriculum building available before commercial publication to staff members and participants in NDEA institute programs. These materials are designed to (1) assist teachers attending institutes to refine and improve the curriculums in their own schools, and (2) provoke extensive discussion within the institutes themselves about the nature of curriculum building, recent trends in curriculum. EIMC will be distributing thirty-eight experimental units from seventeen centers to institutes in English, Reading, Disadvantaged Youth, and English as a Second Language in the summer of 1967.

97. The collection and statistical evaluation of quantitative data for hand-eye coordination with respect to determining its correlation with reading disability at both the primary and secondary school levels.

Clarkson College of Technology, Potsdam. George R. Maclean, Edward B. Kear. USOE support. 1966 - .

The purpose of this research is to develop a portable electro-machanical device which could be manufactured at a reasonable cost and used to rapidly determine a hand-eye coordination factor for an individual. This hand-eye coordination factor will be statistically analyzed to determine the possible existence of a correlation between coordination and reading ability. The first portable testing unit has been constructed and completely tested for reliability and reproductibility of test results. At the present time the results of several sections of fourth grade students seem to indicate that there is a correlation seen between coordination and reading ability.

98. A center for demonstrating the teaching of reading to students in grades 7-12.

Syracuse University, Syracuse. Reading and Language Arts Center. William D. Sheldon, Margaret J. Early, Harold L. Herber. USOE and local support. May 63 - Aug. 66.

NEW YORK

The purpose of the demonstration center was to provide an example of how a public school and university can share the responsibility for continuing teacher education. Specifically, the demonstration project was: (1)developing a series of films for use in methods courses in the teaching of reading in the secondary school; (2) in the course of producing these films, improving instruction in reading in the developmental program of the demonstration school; (3) refining materials and methods for teaching pre-service and in-service teachers of reading in the junior and senior high school; (4) for providing a school setting where practices in teaching, in classroom management, the utilization of staff, and the role of a public school in teacher education can be viewed by visitors from comparable school systems and from teacher education institutions.

Secondary

99. Demonstration of linguistics programs in the secondary schools. (NPR)

New York University, New York. School of Education, Washington Square. Neil Postman, Robert Fowkes, Allen Hubbell, William Marquardt, Richard Goggin, Howard Bersten, Howard Damon. USOE support. Sept. 63 - June 64.

The main purpose of the Demonstration Center was to inform teachers of English, department chairmen, school administrators, and members of boards of education of the sequences, materials and methods that have been used and are being used in linguistics programs at the junior and senior high school level. The Center tried to (1) stimulate the growth of linguistics programs, (2) insure that new programs are based on sound practices, and (3) help to improve existing programs.

Adult Education

100. A literacy program for adult city core illiterates.

State University of New York, Buffalo. ABE Reading Research. Dona A. Brown, Anabel Newman. USOE support. Oct. 66 - June 68.

This is a three-part study designed to investigate: (1) the common learning characteristics of adult city core illiterates in order to provide information for the improvement of reading programs in basic education for such adults; (2) the identification of variables which would prove effective in predicting the success of adult illiterates in learning to read; and (3) the use of the Initial Teaching Alphabet as a vehicle in teaching beginning reading to city core illiterates.

NORTH CAROLINA

Elementary

101. i.t.a. project.

Lucille Hunter School, Raleigh. 1018 E. Davie Street. W.W. Hurdle. Ford Foundation and State support. 1966 - 69.

The goal of this project is to upgrade reading proficiency in the primary grades by employing the i.t.a. method. Classes are ungraded and teachers make use of the team-teaching approach. Children shift from group to group according to achievement, thereby identifying themselves not with any one teacher, but with several.

102. Communication learning unit: a motivational approach to teaching English and creative thinking.

North Carolina Advancement School, Winston-Salem. Wanda D. Gray. Federal, State and Carnegie Foundation support. 1966 - 69.

The Communication course seeks to establish through inductive teaching a link between education and personal problems of students by selecting and presenting artistic experiences which interest them, by encouraging them to express their ideas about these experiences in class discussions and in creative writing, and by familiarizing the student with the various verbal and non-verbal media of communication, thus building a general understanding of the communication process.

103. Experiential grammar.

North Carolina Advancement School, Winston-Salem. Wanda D. Gray. Federal, State and Carnegie Foundation support. 1966 - 69.

The purpose of this course is to create student interest in exploring and working with language, and to give them a basic vocabulary (knowledge of grammatical concepts and terminology) to enable them to fullfill this interest. Ideas about language are introduced through physical experiences which the students participate and become involved in. Once they have experienced a concept, they are given a grammatical term (conjunction, noun, slang, etc.) for the experience.

Adult Education

104. A proposal for a field study of four instructional systems used in adult basic education.

State Board of Education, Raleigh. Monroe C. Neff. State support. Mar. 66 - 67.

This is an evaluation of four learning systems used in adult basic education. Also to be investigated is whether student performance in these instructional systems is differentially related to the urban-rural background of the students. Such data as student drop-out rate, attendance figures, ratings of student interest will also be collected.

OHIO

Elementary

105. Interdisciplinary, multi-facet reading program.

South-Western City Schools, Grove City. Monterey Elementary School. B.L. Esporite. USOE support. Present - July 67.

This is an interdisciplinary approach in language arts instruction which supplements normal classroom instruction. The major objectives: to provide a multi-facet reading program; to provide special assistance for children with problems in reading; and to provide an in-service education program for reading teachers.

106. The use of a nonsense word test to determine linguistic skills of children referred to a reading clinic. (NPR)

Kent State University, Kent. Child Study Center. Mary M. Boehnlein. No formal support. June 65 - March 66.

This activity compared children's auditory discrimination skills and their ability to give an English equivalent part-of-speech using nonsense words in sentences test. Preliminary results indicated that with this population (disabled and retarded readers) there is a tendency to focus on the phonemic structure of the words -- sometimes to the exclusion of the suffix clues or clues of word position, seemingly raising questions concerning the logical and empirical validity of nonsense word tests.

OREGON

Elementary

107. Special program in reading improvement, speech, composition, guidance, and industrial education for educationally deprived children.

Union H.S. District No. 2, Klamath Falls. Louis F. Corrigan. USOE support. Nov. 66 - June 67.

This project provides remedial activities for educationally deprived children through the employment of lay assistants in the areas of language arts and industrial education and through the use of reading laboratories designed to have many varieties of materials to stimulate learning in a physical setting that supports effective use of these materials. It will also provide for an intensive program in testing to measure the effectiveness of the project and to furnish a basis for counseling to help the disadvantaged make vocational and academic choices.

OREGON

108. Diagnostic techniques in teaching reading: informal reading inventory.

Oregon State System of Higher Education, Monmouth. Teaching Research Division. Carl J. Wallen, Jordan B. Utsey, H.O. Beldin. Oregon Program support. 1966 - 69.

This program's goal is to develop the skills of preservice and inservice teachers in selecting reading materials for children at appropriate levels of difficulty. The materials consist of a student manual, an instructors guide, an audio tape, 20 transparancies for overhead projection, one forty-minute 16mm black and white film, and one ten-minute 16mm black and white film. The instruction requires three hours of class time and about the same amount of homework. Students learn to administer an informal reading inventory to a child on film. The criterion measure is a film of two children reading two selections each. The students tested have been able to identify correctly the three functional reading levels with 92 per cent accuracy.

109. A prospective, longitudinal study of the incidence, itiology, diagnostic features, relationship to neurological abnormalities and course of reading ability.

University of Oregon, Portland. Medical School, Dept. of Pediatrics. John B. Isom, William M. Clark. USOE support. Feb. 66 - Jan. 69.

The researchers wish to determine whether neuro-psychological testing in the first grade permits prediction of reading disability (the influence of socio-economic status, family constellation and environmental background upon reading ability and determination of the numbers and clinical features of those children who show reading disability in the early grades and apparent spontaneous improvement in later grades). The children will be followed through grade school and their reading ability assessed at intervals through the period. Correlation between reading ability and tests will be made at a later date.

PENNSYLVANIA

Elementary

110. I.T.A. language arts project.

Bethlehem Area School District, Bethlehem. 528 Spring Street. Albert J. Mazurkiewicz. USOE support. 1966 - 69.

This project was established to continue the demonstration of the use of i.t.a. in beginning reading and writing and to use linguistic knowledge to modify the curriculum of the language arts for children in past i.t.a. activity. It is hoped to establish and evaluate a curriculum in the language arts so that continuous challenge and new learning is provided and plateauing in language learning eliminated. The use of materials adapted to the advanced communication skills of i.t.a. taught to children is basic to this evaluation.

PENNSYLVANIA

111. A study of the relationships between creativity in writing and comprehension in reading of selected seventh grade students.

Lehigh University, Bethlehem. Albert J. Mazurkiewicz, John Hertz, Jeffrey Kirk, Norman Sam. No formal support. 1966 - 67.

The purpose of the study was to investigate the relationships which might exist between scores achieved by seventh grade students on a creative writing scale and their sex, chronological age, intelligence, motivation, and scores on a reading comprehension test. Reading tests were administered and creative writing samples were gathered. Examiners constructed a creativity scale for the purpose of scoring the analyses of the students' writing. The scale consists of five major areas: sensitivity to the problem; flexibility; ideas; fluency; and evaluation. Findings: (1) sex and creativity in writing were correlated significantly beyond the .01 level; (2) chronological age and creativity in writing were not significantly correlated; (3) interest in the motivational device used and creativity in writing were not significantly correlated; (4) language I.Q., nonlanguage I.Q., and total I.Q. and creativity in writing for the entire sample were not significantly correlated; (5) sex and reading comprehension were not significantly correlated; (6) reading comprehension and creativity in writing for the entire sample were significantly correlated beyond the .05 level; (7) the girls' creative writing scores and their reading comprehension scores were not significantly correlated; (9) arithmetically, as the mean reading comprehension score increased, so did the mean creative writing score.

112. The establishment of an i.t.a. demonstration and instruction center and the development, testing, and demonstration of a language arts curriculum for grades 2-6 appropriate to the achievement of children taught to read with the i.t.a.

Bethlehem Area School District, Bethlehem. 125 W. Packer Avenue. Rebecca W. Stewart, Rita McNerney, Albert J. Mazurkiewicz. USOE support. June 66 - June 69.

Major objectives of the proposed project are: (1) to establish a center for the demonstration of the use of the initial teaching alphabet as the medium for teaching reading; (2) to provide instruction for teachers and supervisors in using i.t.a. in the classroom; (3) to evaluate the effects of i.t.a. on the written and oral communication of children in first grade and succeeding levels so that a language arts curriculum can be developed; (4) to utilize the knowledge of experts in linguistics, reading, language arts, and psychology for the in-service education of the staff; (5) to develop through the cooperative effort of experts and teachers a sequential curriculum of language arts skills based on the science of linguistics which would be appropriate for students who have learned to read with the initial teaching alphabets; (6) to test and demonstrate the curriculum innovations; (7) to disseminate information about the

PENNSYLVANIA

results of the use of the i.t.a. and to encourage other school systems to try the medium.

113. An investigation of the development of certain language skills of third grade children who experienced different approaches to reading instruction in the primary grades.

Lehigh University, Bethlehem. School of Education. Merle W. Tate. No formal support. Apr. 66 - May 67.

The goals are: (1) to determine if differences exist in word recognition, word meaning, reading comprehension; (2) to determine if differences exist in the number of running words in written composition, the number of different words, the number of different polysyllabic words and the number of different spelling errors. The groups studied i.t.a., basal materials supplemented with phonograms, co-basal, and basal texts supplemented with phonics. The data will be subjected to analysis of covariance and a test of significance (Scheffe's method).

114. Speech improvement program.

Philadelphia Schools, Philadelphia. 21st & Parkway. Marion L. Steet, Assistant Director. USOE support. 1966 - Aug. 1967.

The goals of this program are: (1) to ascertain problems of a non-standard speaker in learning standard speech; and (2) to write materials oriented towards these problems. Recorded were 25 Philadelphia speakers representing various sections of the city, levels of education, and different backgrounds. Representatives from a cross-section of groups (i.e. Urban League, Home and School Council, etc.) then judged the speech of these individuals as acceptable, unacceptable or borderline. Those speakers selected as acceptable by the highest number of "judges" became the "target tape." Also taped were students in several secondary schools in informal conversation. A comparative analysis (vocabulary, sounds, intonation, grammar) of the two sets of tapes was made and some areas of difference were isolated. Thirty secondary school English teachers then participated in a workshop, with resource personnel from the fields of sociology, psychology and linguistics, and began developing lesson plans built around these differences. These same teachers are continuing an in-service program throughout the 1966/67 school year, writing further materials, using these materials in their regular English classrooms on an experimental basis and rewriting them in light of these experiences. Two series of TV tapes were produced, one for 2nd and 3rd grades, and one for 4th, 5th, and 6th grades, again built around the major points of difference between the students' speech. These programs are being broadcast to the Philadelphia elementary schools and will be kept on tape and made available to other school districts. The elementary teachers involved in this experiment are meeting for monthly in-service courses, again with consultants from the fields mentioned above. Control and experimental groups (600 students in each) were

PENNSYLVANIA

established and the students taped in situations necessitating the use of language points on which the lessons are based. These students will be taped again and a comparison of the two sets of tapes made.

115. A symbolically quasi-regularized phonic approach to beginning reading.

University of Pittsburgh, Pittsburgh. Learning Research & Development Center. Paul M. Kjeldergaard, Rosolyn Frankenstein. USOE support. Sept. 66 - .

The approach under investigation is a program which reduces the difficulty of initial reading by controlling and regularizing the phonemic-graphemic relationships which are presented to the student. The system has the following characteristics: (1) it is phonically oriented, rather than whole word or analytic-synthetic; (2) it is "optimally" regular rather than striving for complete regularity; (3) it is frequency-based, both in terms of graphemes and phonemes; (4) it is "programmed" in terms of the discriminability of the graphemes and phonemes. These characteristics are implemented in the following way: (1) vowel phonemes are color-coded such that each phoneme has a distinct color; (2) special symbols are used to enhance grapheme-phoneme discrimination or otherwise regularize sound-symbol correspondence, e.g., silent letters are printed in outline form; (3) phonemes and graphemes are introduced at a controlled rate and the order of introduction is based upon the frequency of occurrence in the natural language and the discriminability of the elements; (4) the textual material is based upon word and syllable counts.

116. An analysis of content in contemporary basic readers.

University of Pittsburgh, Pittsburgh. Madeline M. Pascasio. No formal support. Summer, 66.

The purpose of this project was to analyze and evaluate the contents of ten series of contemporary basic readers for grades one to six.

117. Effects of in-service teaching program on first grade reading achievement. (NPR)

Pennsylvania State University, University Park. Arthur W. Heilman, Madison Brewer. USOE support. July 64 - Sept. 65.

The aim of this program was to assess change in teacher behavior after a two-week seminar and 25 weekly two-hour meetings as it corresponded to pupil achievement at the end of the year.

PENNSYLVANIA

College

118. Project English experiment. (NPR)

York Junior College, York. C.O. Gunter, Helen Meritt. USOE support. Sept. 64 - June 65.

This experiment was designed to develop a course in remedial English for students who are admitted to the College on a probationary basis and who are not prepared to enter the usual first-year course in English composition. The primary objective was to devise a method of teaching English composition which would make maximum use of individual student interests. Traditional methods and materials were to be held to a minimum. Because past experiences had shown that student interests were of a practical nature and of sociological significance, newspapers and news magazines were important reading materials. Writing assignments were based on discussions and readings

TEXAS

Elementary

119. Scaling the comprehensibility of printed material.

University of Texas, El Paso. Dept. of Psychology. Edmund B. Coleman. National Science Foundation support. June 65 - June 68.

This research is specializing in materials for elementary grades. It will analyze beginning reading texts into their most basic units, letters and combinations of letters. Then it will measure the ease of learning to pronounce (or read) these graphemic elements. In addition to grading vocabulary, these texts would grade graphemic elements such as letters and combinations of letters. The most common experiment will be a simple paired-associate learning experiment in which a letter or letter combination is the stimulus and its proper pronunciation is the response. The time or number of exposures children require to learn the pronunciation response will be called the "learnability" of the stimulus. This learnability will be measured for such sets of continuants, affricates, and stops -- for such combinations as vowel-stop (at, it), vowel-continuant (am, an), continuant-vowel (ma, na), and so on. Three word books have been written.

120. Extension of community service for preschool language disordered children. (NPR)

Baylor University, Houston. College of Medicine. Jack L. Bangs. Support: ? . Sept. 65 - Aug. 66.

TEXAS

This program (1) used a language test battery to detect pre-school children likely to have auditory/visual/comprehension disturbances in communication, and (2) formed classes using specially designed curriculum for these children.

121. Identification and remediation of reading problems of Mexican-American children.

Our Lady of the Lake College, San Antonio. School of Education. Donald E. Critchlow. School support. 1966 - 67.

This activity's goals are: (1) identification of reading capacity and achievement of 100 Mexican-American children classified by their school as retarded readers; (2) determining whether parents can be utilized to assist the child; (3) development of a program for remedial efforts either through the home or through other retarded readers in the school.

UTAH

Elementary

122. The influence of parental attitudes and child-parent relationships upon remedial reading progress. (NPR)

University of Utah, Salt Lake City. Dept. of Educational Psychology. Gabriel M. Della-Piana. USOE support. July 65 - Aug. 66.

The study tested the following hypotheses: (1) underachievers whose parents are simultaneously involved in training designed to improve child-parent relationships will make better progress in remedial reading than children whose parents are not so involved; (2) there will be a significant, positive correlation between improvement in parents' attitudes and improvement in reading proficiency of underachievers; (3) there will be found a significant relationship between level of anxiety in underachievers and their academic progress. In addition, this study would generate hypotheses concerning parent-child episodes which in the present study are used simply as a basis for training parents. After determining levels of ability and achievement of two groups of underachievers, remedial reading classes of the two groups and the parents of one of the groups were involved in training for improvement in verbal and affective child-parent relationships; the groups' progress in reading and level of anxiety were compared; attitudes of both parent groups before and after the instructional period were measured; and groups and individual psychometric findings with respect to child and parent groups were analyzed.

UTAH

123. Granite School District, exemplary center for reading instruction: first grade reading research project.

Granite School District, Salt Lake City. 3690 S. 2860 East. Ethna R. Reid, Gabriel Della-Piana, Myra H. Castner. USOE support. Sept. 66 - Sept. 67.

Over 1000 first grade children are involved in this evaluative study of six experimental reading programs (programmed materials, basic readers, i.t.a., linguistic readers, look-say texts and supplementary materials). An effort will be made to determine the success (as assessed by all post-tests) in each program of children grouped according to total and subsection scores on the pre-tests. Group readiness and I.Q. tests were administered as pre-tests throughout the 29 experimental and 18 control classrooms. Post-tests will include sub-sample tests of oral reading to assess variations in fluency and word attack, syntactic and phonetic evaluation of unaided written composition to assess control of written expression, and flashed presentation of spelling patterns to investigate possible differentiation in the units utilized in reading. The Illinois Test of Psycholinguistic Abilities will also be administered to a sub-sample in an investigation of the relationship of this test, and its sub-sections, to reading achievement. Standardized group reading achievement tests will be administered to the entire population in both February and May.

Adult Education

124. Influences of group counseling and value-oriented discussions on the outcomes of an adult reading program.

Salt Lake City Night School, Salt Lake City. 218 North 3rd West. Arthur H. Welch, Harold Bradley. No formal support. Fall, 66.

Diversified and multilevel reading programs were used with 23 subjects to see if a treatment using both reading improvement and personal adjustment would obtain comparable measured reading gains when compared with an individualized program of reading. Eleven diversified and twelve multilevel subjects were pre-tested with a standardized reading test and involved for eight weeks in different treatments. During the experimental time I.Q. measurements and records of work output were compiled. An analysis of covariance, in which work output and I.Q. were controlled and pre- and post- test scores compared, indicated no significant differences. It was concluded that a diversified reading program could give similar amounts of measured reading gains in similar amounts of class time with less work output.

VERMONT

Elementary

125. A multidirectional approach to language disorders.

DeGoesbriand Memorial Hospital, Burlington. Center for Disorders of Communication. Frank J. Falck. PHS Neurological and Sensory Disease Services support. 1966 - 69.

This is a community service project designed to: (1) organize an expanded evaluation program staffed by representatives of speech pathology, audiology, psychology, language and appropriate medical specialties; (2) expand a comprehensive therapy program in which currently employed techniques can be directly applied to a significant number of children handicapped with multiple communication disorders; (3) develop appropriate modifications of therapy techniques necessary to make them applicable to some of the large numbers of rural children in this area for whom regular frequent attendance at a clinical center is impossible.

126. Teacher and pupil attitude and performance in relation to number of books used in first grade reading.

University of Vermont, Burlington. Reading Center. Lyman Hunt, Jr. USOE support. July 66 - Jan. 67.

To be examined were teacher/pupil attitude and performance as they correspond to the number of books used in the reading program. Contrasting teacher groups of approximately 40-50 were identified and examination of each teacher's program was made. Similarly, pupil groups matched on several key factors were studied. One major task within the research project was the development of particular teacher and pupil measures. A series of hypotheses related to data derived from the measures was listed and subsequently subjected to statistical analysis.

127. Comparison of two methods of reading instruction at first grade level: individualized reading versus the basal reader program in rural communities.

Johnson State College, Johnson. Doris U. Spencer. HEW support. Sept. 65 - Feb. 67.

This activity compared statistically the growth measurements in reading of first graders taught by either the individualized or basal methods. Measurements in oral reading, silent reading, comprehension and phonetic ability were taken from 20 rural first grade classrooms. These measures were analyzed to determine, under each method, student achievement and reading interest shown. A secondary purpose was the determination of teacher and student reaction to the individualized method and its overall effect on the school program.

VERMONT

128. Newport City diagnostic and remedial reading project #16.

Newport City Public Schools, Newport. L.L. Wells. USOE support. 1966 - continuing.

This program for grades 3 - 6 seeks: (1) to identify students who have a reading problem through a testing program of achievement and capacity followed by analysis tests to locate individual difficulties; (2) to improve the reading skills of those pupils whose capacity appears to be higher than their level of achievement; (3) to use high-interest materials and equipment such as accelerated readers, tachistoscopes, tape recorders, and overhead projectors, placing special emphasis on improving phonetic skills and developing a desire for reading; (4) to develop a close relationship between the parochial and public school systems by arranging planning and evaluation meetings for the combined staff; (5) to make constant evaluations using teacher opinion, anecdotal records, interest inventories, teacher-made tests and a final achievement test to measure overall improvement and to compare results of present and past achievement tests.

129. Special skills project, grades 1 - 4.

Springfield Public Schools, Springfield. Louise Barnes. ESEA-Title I support. 1965 - .

The project was designed to provide tutorial assistance for children with acute learning disabilities, to alleviate the learning problems if possible, and to help children experience success in learning. Pupils with visual perceptual difficulties, emotional problems, physical handicaps or extreme hyperactivity were enrolled. They received small group or individual help in learning letter names and sounds, building basic reading skills, and developing number concepts. A summer day camp also gave these children an opportunity to enlarge their experiential background and to improve coordination and visual motor skills.

VIRGINIA

Elementary

130. Program for the remediation of the oral language of the dialectally handicapped child.

Arlington County School System, Arlington. 4751 25th Street North. Charles J. Davis, Elizabeth Johns. USOE support. June 66 - June 67.

Goals of the program are: (1) to determine the effects of the systematic manipulation of channel and code redundancy on the listening

VIRGINIA

behavior, reading skills,, and academic achievement of economically deprived children; (2) to determine the effects of a manipulation of the redundancy and the temporal aspects of the auditory feedback signal on the speech-language output of economically disadvantaged children. A language laboratory, instrumented so as to provide modification of the speech signal in time, sound pressure level, and spectrum, will be established for children in grades K-3. The specialized instrumentation will provide speaking-listening experiences such that by modifying the stimulus a situation will eventually be created in which low redundancy material should achieve high listening reliability. Varying loudness will require greater listener attention; compressing tape-recorded material up to 50% of its original length will have the same effect. Word and concept content will be fitted to the child's current listening ability; the semantic and syntactic redundancy will gradually be reduced, so that responses will have to be made on the basis of diminishing cues. Forty-eight children, twelve from each grade, who fall within the category of being economically deprived, will participate in the experiment. They will be matched with forty-eight control children. The forty-eight experimental children will receive daily instruction in groups for the full year, and the control group will follow the normal language arts program. Pre- and post-testing will take place on the Templin-Darley Diagnostic Test of Articulation, the Wepman Auditory Discrimination Test, an auditory discrimination test more inclusive than Wepman, and appropriate tests for reading readiness and achievement.

Elementary and College

131. Subvocal speech during silent reading. (NPR)

Hollins College, Hollins College. Frank J. McGuigan. USOE support. Aug. 64 - June 65.

This research proposed to: (1) determine what happens to silent speech in the same elementary and college students for a period of 3 years; (2) ascertain how the amount of silent speech varies as a function of various stimulus conditions; (3) determine in an unambiguous fashion whether silent speech is beneficial or detrimental for reading proficiency; and (4) develop conditioning techniques for controlling silent speech (and thus eliminating it if desirable).

WISCONSIN

Elementary

132. A comparative study of reading achievement under three types of reading systems at the first-grade level. (NPR)

WISCONSIN

Marquette University, Milwaukee. Sister M. Marita, John M. Ivanoff. USOE support. Sept. 64 - Dec. 65.

The objective of this study was the comparison of pupil growth change in reading under three systems of reading instruction. These systems included the basal (3 to 5 groups within a class), the individualized approach, and an experimental system which was a modification and combination of the language-experience and the basal approach. Thirty teachers and approximately 900 heterogeneously grouped first-grade pupils from the Milwaukee suburban public schools constituted the sample for this study. Ten classes were used for each of the three systems under investigation. Measures of growth in reading achievements and in the other language arts areas, attitudes toward reading and toward school in general, changes in pupil self-concepts and interests were evaluated. In addition, questions of the association of levels of pupil intelligence, socio-economic background and sex factors under these systems will also be investigated.

College

133. An experiment in developing readiness for the freshman year in predominantly Negro colleges.

University of Wisconsin, Madison. Research and Development Center for Learning and Re-Education, 2218 University Avenue. Julian C. Stanley, Angela B. Biaggio, John K. Samelian. HEW support. 1966 - .

The experiment plans to: (1) examine the relationship between the reading ability of Negro freshmen college students, the reading demands of their textbooks, and the reading demands of the course examinations they take; (2) set up experimental summer programs to effect better articulation of student abilities with course requirements by teaching vocabulary and using easier texts than the ones to be used during the academic year.

WYOMING

Elementary

134. Identification in kindergarten of factors that make for future success in reading, and identification and diagnosis in kindergarten of potential reading disability cases. (NPR)

State Office of Education, Cheyenne. Wilma E. Hirst. HEW support. Dec. 65 - Apr. 66.

A selected group of children were followed through 3 years of school to determine whether identification can be made at the kindergarten level of which individual factors point out potential success or failure

WYOMING

in reading. Approximately 280 children, entering kindergarten, were chosen for the sample population. They were representative of high, average, and low socio-economic school districts. Each child was interviewed and administered tests designed to yield information on intelligence, creativity, reading readiness, socio-economic background, and social-emotional maturity. Standardized reading tests were then administered to each child as he completed the first and second grade. Their reading test scores were analyzed in relation to the background factors determined at the kindergarten grade level.

Foreign

GREAT BRITAIN

135. Questioning and answering behavior of young children.

Southampton University, Southampton. Dept. of Psychology. W.P. Robinson. No formal support. 1966 - .

The goals of this activity are the: (1) development of a theoretical system for describing the form and content of children's answers and questions, based upon Halliday's Scale and Category Grammar; (2) analysis of social class and I.Q. differences in questioning and answering behavior, with particular reference to questions using special interrogative words (wh-'s and how); (3) specification of social psychological origins of such differences and an assessment of their educational consequences; (4) execution of remedial program and its evaluation.

Applied linguistics 33, 36, 53, 58, 59, 63, 72, 78, 93, 99, 114

Attitudes 2, 19, 24, 95, 104, 111, 122, 124, 126, 127, 128, 132

Audio-visual aids 1, 2, 4, 9, 10, 16, 17, 29, 31, 52, 60, 88, 98, 99, 107, 108, 114, 128, 130

Aural-oral abilities 1, 5, 10, 15, 23, 41, 47, 55, 59, 67, 82, 87, 89, 102, 120, 125, 130

Coordinating centers 36, 66, 73, 96; also see TENL Directory of Information Sources, pp. 60-65

Culturally disadvantaged, activities oriented toward 1, 5, 8, 10, 24, 42, 43, 47, 53, 58, 61, 80A, 86, 87, 89, 91, 104, 109, 111, 114, 120, 121, 122, 130, 132, 134, 135

Curriculum development and evaluation
in English:
general 9, 27, 32, 33, 36, 60, 72, 96, 112, 114, 135
for the disadvantaged 25, 53, 82, 87, 89, 107

in reading:
general 18, 26, 30, 32, 48, 49, 54, 55, 80A, 98, 105, 112, 123, 126, 132
for the disadvantaged 10, 25, 29, 61, 87, 88, 89, 107, 121, 133

Dialect study and teaching 58, 78, 93, 114

Dyslexia 7, 8, 12, 23, 45, 47, 56, 120, 125

Grammar 32, 36, 40, 57, 59, 65, 67, 72, 75, 93, 103, 114

Literacy 1, 51, 79, 80A, 87, 100, 104

Literature 60, 93

Materials development and evaluation
in English:
general 21, 27, 33, 36, 60, 72, 96, 99, 114
for the disadvantaged 10, 25, 35, 50, 82, 87

in reading:
general 19, 21, 52, 54, 55, 62, 68, 70A, 70B, 80B, 96, 98, 99, 115, 116, 119, 123, 128
for the disadvantaged 10, 25, 29, 35, 50, 61, 70C, 84, 87, 133
for the disturbed and mentally retarded 8, 84, 88

Phoneme-grapheme correspondence 1, 55, 61, 67, 68, 79, 80B, 87, 115, 119, 127

Refer to numerical listing of project descriptions.

Physically handicapped, activities oriented toward 6, 7, 14, 20, 39, 41, 43, 56, 85, 106, 109, 111, 120, 125, 129

Programmed instruction (Information on projects in this area can be obtained by writing to the ERIC Clearinghouse for Linguistics. For further information see the Preface.)

Reading
ability 5, 6, 7, 10, 11, 14, 16, 17, 18, 24, 39, 41, 43, 44, 49, 55, 56, 63, 67, 70A, 71, 80A, 80B, 85, 86, 89, 90, 91, 92, 95, 97, 100, 109, 113, 121, 123, 126, 127, 128, 129, 130, 131, 132, 133, 134

comprehension 8, 17, 23, 68, 77, 90, 92, 111, 113, 127

Remedial instruction
in English:
27, 32, 107, 118, 130, 135

in reading:
2, 3, 12, 13, 20, 24, 26, 27, 32, 38, 45, 48, 55, 73, 94, 105, 107, 121, 122, 128, 132

Self-instruction (see Programmed instruction.)

Teaching methodology
in English:
general 9, 40, 59, 60, 64, 75, 99, 104, 110, 114
for the disadvantaged 10, 25, 50, 82, 87, 89, 107

in reading:
general 6, 12, 13, 17, 18, 30, 38, 49, 54, 55, 62, 68, 74, 76, 79, 80A, 81, 83, 90, 92, 94, 98, 101, 104, 110, 112, 113, 115, 127
for the disadvantaged 10, 25, 29, 42, 50, 70C, 84, 87, 89, 100, 107

Tests
in English:
64, 67, 82, 85, 107, 112, 120, 135

in reading:
7, 11, 14, 20, 24, 29, 44, 46, 54, 55, 67, 77, 85, 90, 97, 106, 107, 109, 112, 120, 123, 128

Training for teachers 3, 12, 14, 20, 24, 25, 26, 29, 31, 33, 35, 36, 37, 38, 70A, 70B, 73, 77, 80A, 83, 87, 98, 99, 105, 108, 112, 114, 117, 128

Vocabulary 1, 8, 68, 69, 75, 103, 114, 119, 133

Refer to numerical listing of project descriptions.

Alphabetical Listing of Investigators

Alpert, Harvey 81, 90
Anderson, E.H. 17
Arms, George L. 31
Armstrong, Ross O. 40

Babb, Richard 43
Bangs, Jack L. 120
Barnes, Louise 129
Beal, Alice B. 54
Becker, Alton L. 65
Beldin, H.O. 108
Beltramo, Louise 38
Bergan, John R. 39
Berger, Barbara 89
Bersten, Howard 99
Biaggio, Angela B. 133
Black, Yvonne 13
Blake, Robert W. 93
Blom, Gaston E. 19
Boehnlein, Mary M. 106
Boercker, Marguerite J. 42
Bond, Guy L. 66
Bormuth, John R. 69
Bradley, Harold 124
Brewer, Madison 117
Brown, Dona A. 100
Brzeinski, Joseph E. 18

Cardozier, V.R. 49
Carpenter, Elizabeth T. 72
Castner, Myra H. 123
Clark, William M. 109
Cohen, S. Alan 84, 89
Coladarci, Arthur P. 15
Coleman, Edmund B. 119
Corrigan, Louis F. 107
Critchlow, Donald F. 121

Damon, Howard 99
Davis, Charles J. 130
de Hirsch, Katrina 85
Della-Piana, Gabriel 122, 123
Dowdy, G.T. 1
Downing, John 12
Durkin, Dolores 30

Early, Margaret J. 92, 98
Emans, Robert 32
English Institute Materials Center 96
Esporite, B.L. 105
Estacio, Ceterina 52

Falck, Frank J. 125
Fish, Dorothy E. 20
Fisher, Steven 65
Ford, Marguerite P. 86
Ford, Nick A. 50
Fowkes, Robert 99
Frankenstein, Rosolyn 115
Free, Otis D. 50
Friedman, Herbert L. 23
Frischman, Leonard 25
Fry, Edward 76

Gardner, Charles 13
Gates, Virginia P. 29
Gibson, Christine M. 52
Gibson, Eleanor J. 80B
Gibson, James J. 80B
Glock, Marvin D. 94
Goggin, Richard 99
Gold, Lawrence 83
Golub, Lester S. 15
Goodman, Yetta 63
Gray, Wanda D. 102, 103
Grommon, Alfred H. 15
Gunter, G.O. 118
Guszak, Frank J. 77

Haber, Ralph H. 91
Hagen, Elizabeth 95
Hall, June 51
Hand, John S. 33
Hardyck, Curtis D. 6
Harris, Albert J. 83
Hayes, Robert L. 2
Heilman, Arthur W. 117
Hemmens, Tom 40
Herber, Harold L. 98
Hertz, John 111

Refer to numerical listing of project descriptions.

Hewett, Frank M. 8
Hillerich, Robert L. 34
Hirst, Wilma E. 134
Hockett, Charles F. 79, 80B
Hooprich, Eugene A. 16, 17
Horrigan, Leonta 57
Hoyle, Bernice 27
Hubbell, Allen 99
Hunt, Kellogg W. 28
Hunt, Lyman, Jr. 126
Hurdle, W.W. 101

Isom, John B. 109
Ivanoff, John M. 132
Iverson, Mary Jo 3

Janowitz, Gayle A. 35
Johns, Elizabeth 130

Karraker, R.J. 71
Kear, Edward B. 97
Kederis, Cloves J. 41
Keislar, Evan R. 9
Kimball, Daniel S. 79
Kirk, Jeffrey 111
Kjeldergaard, Paul M. 115
Koen, Frank M. 65
Kosinski, Leonard V. 31

Labov, William 78
Lashinger, Donald R. 92
Levin, Harry 80A, 80B
Lewis, Edward R. 12
Lowell, Robert E. 44

MacLeish, Andrew 36
McBeath, Marcia 14
McColley, Jean F. 40
McCook, T. Joseph 54
McDaniel, H.B. 14
McGuigan, Frank J. 131
McNerney, Rita 112
Maclean, George R. 97
Mahar, Mark 62
Manning, John C. 68
Marita, Sister M. 132
Marquardt, William 99
Matteoni, Louise 88
Mayhew, Donald L. 8
Mazurkiewicz, Albert J. 110, 111
112
Mellon, John C. 53
Meritt, Helen 118
Meyer, Ronald E. 73
Miles, Esther E. 24
Miller, Barbara 59
Money, John W. 45
Montgomery, Philip 51
Morris, June E. 41
Morton, Stuart D. 64
Moss, Marvin L. 74
Muehl, Sieg 38
Mukerji, Rose 82

Neet, Duane R. 37
Neff, Monroe C. 104
Neibling, Richard 75
Nemanich, Donald D. 72
Newman, Anabel 38, 100
Ney, James W. 59
Niles, Olive S. 54, 55
Nolan, Carson Y. 41
Nordin, David G. 64

O'Daly, Elizabeth C. 87
O'Donnell, C. Michael P. 43
O'Neil, Wayne 53
Orr, David B. 23

Page, Ellis B. 22
Pascasio, Madeline M. 116
Petrinovich, Lewis F. 6
Phillips, William J. 27
Plumer, Davenport 53
Politzer, Robert L. 15
Postman, Neil 99
Pullen, James (Mrs.) 51

Rabb, Ethel 8
Rawson, Margaret B. 47
Reid, Ethna R. 123
Reid, Hale C. 38
Richards, Bertrand F. 37
Richards, I.A. 52
Riddick, Ruth 52
Ridgway, Robert W. 39
Robinson, Helen F. 82
Robinson, W.P. 135
Rogers, John R. 70A, 70B, 70C
Ross, Ramon 11

Refer to numerical listing of project descriptions.

59

Sam, Norman 111
Samelian, John K. 133
Sandel, Lenore 90
Santucci, Vida 13
Scannell, Dale P. 39
Schutz, Richard E. 4
Seat, William R., Jr. 36
Sheldon, William D. 92, 98
Shipp, F. Thomas 6
Shuy, Roger W. 58
Silvaroli, Nicholas J. 5
Skinner, Vincent P. 75
Sones, Reba 13
Spencer, Doris U. 127
Stanley, Julian C. 133
Steet, Marion L. 114
Stevenson, Elizabeth 26
Stewart, Rebecca W. 112

Tadler, William 75
Tannenbaum, Abraham 84
Tanyzer, Harold J. 81, 90
Tate, Merle W. 113
Taylor, G.W. 1
Templin, Mildred C. 67
Theinert, Helen N. 54, 55
Thomas, Margaret L. 7
Thompson, Nell C. 72
Tincher, Ethel 60
Turpin, Waters E. 50

Utsey, Jordan B. 108

Varley, H. Leland 57
Viscovich, Andrew 10

Waite, Richard R. 19
Wallen, Carl J. 108
Weber, Rose-Marie 80B
Welch, Arthur H. 124
Wells, L.L. 128
Wheelock, Warren H. 5
Whipple, Gertrude 61
Wilson, Robert M. 46, 48
Wolf, Melvin H. 57
Woods, Alice 26
Wright, Elizabeth S. 21
Wright, Martha R. 57
Wyatt, Gertrude L. 56

Young, Richard E. 65

<u>Refer to numerical listing of project descriptions</u>.

APPENDIX

TENL Directory of Information Sources

DOMESTIC SOURCES:

Arizona

Reading Clinic, College of Education, Arizona State University, Tempe 85281
Reading Development Center, University of Arizona, Tucson 85721

Arkansas

South Central Region Educational Laboratory Corporation, National Old Line Building, Little Rock 72201

California

Reading Center, Chico State College, Chico 95926
Southwest Regional Educational Laboratory, 11300 La Cienega Boulevard South, Inglewood 90304
Clinical Training Center, San Diego State College, 5402 College Avenue, San Diego 92115
Far West Regional Educational Laboratory, 116 New Montgomery Street, San Francisco 94105

Colorado

Rocky Mountain Regional Educational Laboratory, 105 Fillmore, Denver 80206

Delaware

International Reading Association, Tyre Avenue at Main Street, Newark 19711

District of Columbia

Center for Applied Linguistics, 1717 Massachusetts Avenue, N.W. 20036
English Curriculum Development Center, Gallaudet College, Florida Avenue at 7th, N.E. 20002
Reading Center, George Washington University, 2029 G. Street, N.W. 20006

Florida

Reading Research Lab, University of Miami, Coral Gables 33124
Reading Lab and Clinic, University of Florida, Gainesville 32601
Project English, Florida State University, Tallahassee 32306

Georgia

English Curriculum Study Center, University of Georgia, Athens 30601
Southeastern Educational Corporation, 3450 International Boulevard, Suite 221, Hapeville 30054

Hawaii

Hawaii Curriculum Center, Room 306, 1040 S. King Street, Honolulu 96814

Illinois

National Council of Teachers of English, 508 South Sixth Street, Champaign 61820
Reading Research Center, University of Chicago, 5835 South Kimbark Avenue, Chicago 60637
Reading Clinic, Curriculum Center, Northern Illinois University, DeKalb 60115
Curriculum Study Center, Northwestern University, Evanston 60201
Curriculum Center, Olivet Nazarene College, Kankakee 60901
Illinois State-Wide Curriculum Study Center for Preparation of Secondary School English Teachers (ISCPET), 1210 West California Street, University of Illinois, Urbana 61803
Cooperative Educational Research Lab, Inc., 715 Foxdale, Winnetka 60093

Indiana

ERIC Clearinghouse on Reading, 204 Pine Hall, Indiana University, Bloomington 47401
English Curriculum Study Center, Indiana University, 1125 Atwater Street, Bloomington 47401
English Curriculum Center, 215 Heavilon Hall, Purdue University, Lafayette 47907
Reading Center, Ball State University, Muncie 47306

Iowa

Educational Clinic, Department of Education and Psychology, State College of Iowa, Cedar Falls 50613

Maine

Reading Research Institute of Fryeburg Academy, Fryeburg 04037

Maryland

Central Children's Evaluation Clinic, University of Maryland School of Medicine, Baltimore 21201
Reading Clinic, Johns Hopkins Hospital, Baltimore 21205
Reading Center, College of Education, University of Maryland, College Park 20742

Massachusetts

Reading Center, Boston University, 755 Commonwealth Avenue, Boston 02215
The Clearinghouse on Educational Differences, Harvard University, Larsen Hall, Appian Way, Cambridge 02138
Institute of Educational Innovation, 55 Chapel Street, Newton 02158
Perceptual Education Research Center, 57 Grove Street, Wellesley 02181

Michigan

Center for Research on Language and Language Behavior, 220 E. Huron Street, Ann Arbor 48108
Reading Improvement Service, Institute for Human Adjustment, Graduate School, University of Michigan, Ann Arbor 48104
Communication Skills Centers, Detroit Public Schools, 5057 Woodward, Detroit 48202
Michigan-Ohio Regional Educational Laboratory, School Center Building, Detroit 48202
Reading and Guidance Center, Education Department, Michigan State University, East Lansing 48823
Improvement Services, University College, Michigan State University, East Lansing 48823

Minnesota

Coordinating Center for First Grade Reading Research Programs, College of Education, University of Minnesota, Minneapolis 55455
English Project, University of Minnesota, Minneapolis 55455
Upper Midwest Regional Educational Laboratory, Inc., 2698 University Avenue, St. Paul 55104

Mississippi

Reading Services Center, University of Mississippi, University 38677

Missouri

Mid-Continent Regional Educational Laboratory, 104 East Independence Avenue, Kansas City 64106
Central Midwestern Regional Educational Laboratory, Inc. 10646 St. Charles Rock Road, St. Ann 63074

Nebraska

Nebraska Curriculum Development Center, 208 Andrews Hall, University of Nebraska, Lincoln 68508
Reading Clinic: Service and Training, Omaha Public Schools, 3819 Jones Street, Omaha 68105
Reading Clinic, Municipal University of Omaha, Omaha 68101

New Jersey

Reading Center, 10 Seminary Place, New Brunswick 08901

New Mexico

Southwestern Cooperative Educational Laboratory, 117 Richmond Drive, N.E., Albuquerque 87106

New York

Curriculum Laboratory, Room B-11, School of Education, 1223 Western Avenue, State University at Albany, Albany 12203
Reading Center, State University of New York at Buffalo, Foster Hall, Library Circle, Buffalo 14214
Curriculum Enrichment Center, Guilford Elementary School Building, Guilford 13780
Project Literacy, Cornell Research Park, Building Number 6, Ithaca 14850
Reading Center, Hofstra University, Hempstead, Long Island 11550
Center for Urban Education, 33 West 42nd Street, New York 10036
English Institute Materials Center, 4 Washington Place, New York 10003
Linguistics Demonstration Center, New York University, New York 10003
"Gateway English," Hunter College of the City University of New York, New York 10021
Reading Center, Teachers College, Columbia University, New York 10027
Reading Center, Ferkauf Graduate School, Yeshiva University, New York 10019
Reading Center, State University College, Potsdam 13676
Eastern Regional Institute for Education, 111 Furman Street, Syracuse 13210
Reading Center, 508 University Place, Syracuse University, Syracuse 13210

North Carolina

Reading Center, Appalachian State Teachers College, Boone 28607
Regional Educational Laboratory for the Carolinas and Virginia, Quail Roost Conference Center, Rougemont 27572

Ohio

Educational Development Center, Baldwin-Wallace College, Berea 44017

Oregon

Curriculum Study Center, University of Oregon, Eugene 97403
Northwest Regional Educational Laboratory, 710 Southwest 2nd Avenue, Portland 97204

Pennsylvania

Reading and Study Center, Department of Education, Lehigh University, Bethlehem 18001
Institute for Learning Disabilities, Hahnemann Medical College and Hospital, Philadelphia 19102
Director of Reading Services, La Salle College, Philadelphia 19141
Reading Clinic, Temple University, Broad and Montgomery Streets, Philadelphia 19122
Research for Better Schools, Inc., 121 South Broad Street, Philadelphia 19107
Annenberg School of Communications, University of Pennsylvania, Philadelphia 19104
Reading Laboratory, Learning Research and Development Center, University of Pittsburgh, 400 South Craig Street, Pittsburgh 15213
Curriculum Study Center, Carnegie Institute of Technology, Schenley Park, Pittsburgh 15213
Reading Center, Pennsylvania State University, University Park 16802

South Carolina

Reading Clinic, School of Education, University of South Carolina, Columbia 29208

Texas

Southwest Educational Development Corporation, 5th Floor, Commodore Perry Hotel, 800 Brazos Street, Austin 78701
Reading-Study Center, 202 V. Hall, University of Texas, Austin 78712
Reading Clinic, Southern Methodist University, Dallas 75222

Vermont

Reading Center, University of Vermont, Burlington 05401

Virginia

Central Atlantic Regional Educational Laboratory, Inc., 201 North Washington Street, Alexandria 22314

Washington

Reading Center, Western Washington State College, Bellingham 98225

West Virginia

Appalachia Regional Educational Laboratory, P.O. Box 1348, Charleston 25325
Reading Center, College of Human Resources and Education, West Virginia University, Morgantown 26506

Wisconsin

Reading-Study Center, Department of Education, Wisconsin State University, Eau Claire 54701
English Study Center, University of Wisconsin, Madison 53706

FOREIGN SOURCES:

Great Britain

Schools Council Project in English, Institute of Education, The University, Leeds, England

English-Teaching Information Centre, The British Council, State House, High Holborn, London W.C. 1, England

Reading Research Unit, Institute of Education, University of London, 2 Taviton Street, London W.C. 1, England

The Reading Centre, Moray House College of Education, Holyrood Road, Edinburgh, 8, Scotland